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ABSTRACT

The Lake Superior State University Economic Development Survey gathered information to guide the university in deciding how it might most effectively expand its involvement in economic development efforts in the Eastern Upper Peninsula of Michigan. Fifty key officials and business people assessed the university's past and potential helpfulness in economic development efforts; appraised the economic development value of current and potential university programs, services, and resources; and provided suggestions on how the university can improve its contribution to regional economic development. Their recommendations are broadly grouped into the following areas: improve communication, promotion, and marketing of services; tailor more programs and services to meet the unique characteristics and changing needs of the region; provide opportunities for the region that would otherwise not exist; increase community consultation in the development of new programs and services; and expand community visibility and involvement of university administrators, faculty, staff, and students. Appendix A provides detailed data and discussion of survey findings on current and potential educational, public, and consulting services. Appendix B presents means and inferential statistics for the survey data, by county and by professional background. The report concludes with sample form letters used in the survey process and a list of 14 references. (JDD)

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L E D S

THE ROLE OF LAKE SUPERIOR STATE UNIVERSITY
IN PROMOTING ECONOMIC DEVELOPMENT
IN THE EASTERN UPPER PENINSULA

*a survey of attitudes and ideas
of key officials and business people*

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Copies of this report may be obtained from the address above for a postage and handling fee of \$3.00. Those interested in additional information regarding this project should write or call the Center for Social Research.

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In the early stages of the project Dr. Alfred J. Tuchfarber, Director of the Institute for Policy Research, University of Cincinnati, offered invaluable advice on project design. During the design of the survey instrument, members of the university community, particularly department heads, program directors, and coordinators, provided essential information concerning university services and activities perceived to have an economic development function. In the interview stage, ten returning LSSU honors students and/or alumni served with distinction as interviewers: Michael Cardamoni, Janet Elliott, Christine England, Wendy Gula, Timothy Hall, Dale Jarman, Tina Kay, Lois Michelin, Jane Ogle, and Paul Zelenak. Two student research assistants, Lori Beam and Suzanne LeBlanc, assisted ably in data analysis and database entry. Patricia Goforth designed the cover and provided graphics consultation. We are particularly indebted to Gloria Kemp, Social Sciences departmental secretary, for her hard work, patience, and much-appreciated project management skills.

Six area leaders with expertise in economic development provided peer nominations from which the study's sample of respondents was chosen. Their knowledge of the region and its leaders was crucial to the study's methodology. Finally we express our profound gratitude to the 50 regional officials and business people who agreed to share their time and observations in lengthy interviews. Any value which may be found in this study must be attributed to their insights.

L E D S

THE ROLE OF LAKE SUPERIOR STATE UNIVERSITY IN PROMOTING ECONOMIC DEVELOPMENT IN THE EASTERN UPPER PENINSULA: A SURVEY OF ATTITUDES AND IDEAS OF KEY OFFICIALS AND BUSINESS PEOPLE

EXECUTIVE SUMMARY

This study concludes that Lake Superior State University has been and is contributing significantly to economic development efforts in the Eastern Upper Peninsula (EUP). Furthermore, it reveals that there is great potential for an expansion of the university's contribution. This finding provides support for the university's commitment to enhancing its involvement in the region's economic development activities.

The LEDS project was designed to gather information which would help guide the university in deciding how it might most effectively expand its involvement. The information gathered for this purpose came from survey interviews with 50 key EUP officials and business people. This sample was drawn from a pool of over 180 nominees representing Chippewa, Luce, and Mackinac counties and a variety of professional backgrounds.

Respondents were asked to 1) assess the university's past and potential helpfulness in economic development efforts, 2) appraise the economic development value of a variety of current and potential university programs, services, and resources, and 3) provide their own suggestions on how the university can improve its contribution to regional economic development.

The survey provided data on a great many specific methods for enhancing the university's contribution. These specific methods are detailed in the report. At the most general level, the respondents made five broad recommendations regarding how the university can enhance its contribution to regional economic development:

- * Improve communication, promotion, and marketing of services.
- * Tailor more programs and services to meet the unique characteristics and changing needs of the region.
- * Provide opportunities for the region that would otherwise not exist.
- * Increase community consultation in the development of new programs and services.
- * Expand community visibility and involvement of university administrators, faculty, staff, and students.

CHAPTER ONE

INTRODUCTION

I. Identification of Purpose and Goals

There has been a growing national recognition in recent years of a need for economic development partnerships among higher education, government, and business/industry (Powers, Powers, Betz, & Aslanian, 1988). Within Michigan, Governor Blanchard has repeatedly stressed the need for such alliances between Michigan universities and Michigan businesses. The report of the Governor's Commission on the Future of Higher Education (Robinson, 1984) addressed the need to increase efforts to foster Michigan economic growth through productive partnerships between the educational and business communities. In his recent report on Michigan and its educational system, Hodgkinson (1987) likewise highlighted the need for economic alliances between higher education and business/industry. Indeed, the source from which this study received support, Michigan's Research Excellence Fund, was itself a product of Michigan's commitment to strengthening university/industry partnerships.

Reflecting this national and state emphasis, Lake Superior State University (LSSU) has officially committed itself in its Role Statement to a goal of assisting its region in economic development activities (Lake Superior State College, 1970). In pursuing this goal, the university has engaged in a wide variety of enterprises, including the establishment of Michigan's first industrial incubator and, more recently, a fresh-water aquatics lab.

The university is committed to renewing and expanding its involvement in economic development. However, without knowledge of the views of those with whom the university seeks to cooperate, future efforts might be misdirected. Ill-considered ventures would waste valuable resources and perhaps discredit the partnerships themselves (for such examples see Jaschik, 1986a, 1986b).

One way to avoid ill-considered ventures is to seek out and listen to the voices of community leaders. The current project, the Lake Superior State University Economic Development Survey [LEDS], was designed to solicit the attitudes and ideas of key officials and business people regarding the university's current and future role in regional economic development. The LEDS project therefore sought to collect data which would assist Lake Superior State University in more effectively achieving its goal of cooperatively promoting economic development in the Eastern Upper Peninsula (EUP).

Economic development partnership programs among universities, businesses, and governments are now in place in all the states (Jaschik, 1986a). These programs vary widely in emphasis. Some involve high technology research; some emphasize methods of attracting new industries to a region; others focus on curriculum revisions to meet business/industry demands; and still others seek to provide support for small businesses (Bassis & Guskin, 1986; Charner & Gold, 1987; Edge & MacDonald, 1986; Gildan & Grey, 1985; Jaschik, 1986a, 1986b, 1986c, 1986d; Scott, 1986/1987). While high tech developments have received the most attention, Marc Tucker of the Carnegie Forum on Education and the Economy stresses the need to improve existing industries (Jaschik, 1986d). On the other hand, Ben Franklin Centers in Pennsylvania were designed specifically to attract new industries to the state (Jaschik, 1986c; Powers, et al., 1988).

Productive university-government-business partnerships apparently take many forms, depending upon the unique characteristics of a university and its region. The short-term goal of this project was to identify for Lake Superior State University those forms of collaboration which key officials and business people believe are most likely to be fruitful for our area. From this overarching goal, four short-term project objectives were identified.

The first objective was to assess the familiarity of selected community leaders with Lake Superior State University's economic development resources, including faculty services, university facilities, and educational activities. As a side benefit, it seemed likely that project participants would become aware of resources with which they had previously been unfamiliar. The second objective was to gather data which could be used in assessing the extent to which potential university services and programs might contribute to economic development. The third objective was to identify, based upon the survey responses, additional potential university contributions to economic development, as well as the methods through which those contributions might be made. The fourth objective was to strengthen and expand university ties with business, industry, and government leaders. It was anticipated that the very act of carrying out this project would both strengthen old ties and create new ones.

Realization of these short-term objectives should provide the foundation for a long-term goal: a systematic university plan for participating in the economic development activities of the region. From development of human resources, to provision of facilities, to sharing of expertise and information, the university is in a unique position to serve the region as a partner in facilitating regional economic development. The data generated from the study should assist decision-makers in matching the strengths of the university with the needs of the region. If this project contributes to more effective collaboration between Lake Superior State University and regional agencies and businesses, it will have itself thereby contributed to economic development.

II. Project Design

The LEDS project was, in effect, a systematic consultation with fifty of the region's leading officials and business people. The project consisted of four stages: (1) creating the survey instrument, (2) selecting the survey respondents, (3) interviewing the survey respondents, and (4) analyzing and interpreting the data.

1. Creation of a Survey Instrument

The goal of the LEDS project was to solicit the attitudes and ideas of key officials and business people regarding the university's current and future role in regional economic development. To achieve this goal, it was necessary to identify both current and potential LSSU economic development resources. To this end, ideas and suggestions were sought from a wide variety of university personnel. Consultation took place with all department heads, coordinators, and directors. A general announcement was also made to all faculty and staff asking them to identify university programs, services, or resources which contribute to economic development (see Appendix C for a copy of that invitation).

The responses received from these members of the campus community served as the basis for the construction of the survey instrument. In sum, the LEDS survey instrument dealt with current and prospective university operations identified by university personnel as most relevant to economic development.

The questionnaire was divided into four sections: current services and resources, potential services and resources, methods of enhancing university communication and cooperation, and an overall evaluation of LSSU's past and potential helpfulness in promoting the region's economic development. Section I, Current Services and Resources, and Section II, Potential Services and Resources, were each divided into three subsections: educational services, public services and resources, and consulting and contractual services. In contrast, Section III, Methods of Enhancing University Communication and Cooperation, sought feedback from respondents concerning possible university initiatives for increasing community access and fostering economic development collaboration. Finally, Section IV, Overall Evaluation of LSSU's Past and Potential Helpfulness in Economic Development in the EUP, solicited an assessment of the university's past performance and future potential for participation in regional economic development.

Since one objective of the LEDS project was to fashion a narrative from the survey respondents' ideas and comments, the respondents were asked to provide both quantitative and qualitative judgments. Each question which called for a judgement by the respondent created an opportunity for personal observation or reflection. Moreover, since the goal of the LED's project was to solicit the perspectives and ideas

of area leaders knowledgeable about regional economic development activities, each section and subsection of the questionnaire closed with an open-ended invitation to the respondent to make comments and suggestions. The questionnaire itself was structured to encourage respondent participation in the generation of ideas and the evaluation of projects that might foster economic development partnerships.

Section I dealt with sixteen current university services and resources presented in three subsections: current educational services, current public services and resources, and current consulting and contractual services. The respondent was asked to provide two quantitative judgments, a judgment of familiarity and a judgment of how much this service or resource contributes to economic development in the EUP. For familiarity, respondents were asked to provide a number on a 5-point Likert-type scale ranging from "I was totally unaware of this service" to "I was quite familiar with this service." To indicate their view of the service's contribution to the economic development of the EUP, respondents were to provide a number on a 5-point Likert-type scale ranging from "It contributes very little" to "It contributes a great deal." If the respondent could not or did not provide a quantitative judgment about the value to economic development of a service, the interviewer recorded a judgment of "don't know or unsure" (a sample of the original scales is presented in the Key at the opening of Appendix A, while the questions themselves are reproduced together with individual item analysis and discussion in the body of Appendix A). Finally, the last question in each of the three subsections of Section I was open-ended. At each of the three junctures, respondents were asked how any or all of the existing services and resources just reviewed could be improved to make a greater contribution to economic development.

Section II was concerned with potential services and resources and contained subsections dealing with potential educational services, potential public services and resources, and potential consulting and contractual services. For each of the twelve potential services or resources evaluated within Section II, the respondent was asked to provide a judgment of how much potential this proposed service or resource might have for contributing to economic development in the EUP. A number on a 5-point Likert-type scale ranging from "It has little potential for making a contribution" to "It has great potential for making a contribution" was to be provided. If the respondent was unable to estimate a potential value for any prospective service or resource, the interviewer recorded a judgment of "don't know or unsure." Once again, at the close of each of the three subsections, the respondents were asked to provide comments or suggestions about these or other potential LSSU services or resources as they related to economic development in the EUP.

Section III focused on four potential methods of enhancing university communication and cooperation. For each of the four potential communication and cooperation methods to be evaluated within

Section III, the respondent was asked to provide a judgment of how helpful this proposed method might be. To indicate the proposed service's potential helpfulness, a number on a 5-point Likert-type scale ranging from "Not helpful at all" to "Extremely helpful" was to be provided (the form of the helpfulness question varied across questions; see Appendix A for question format). An open-ended question asking for suggestions or comments about possible methods of enhancing communication and cooperation closed the section.

Section IV contained several questions related to overall LSSU helpfulness in regional economic development. Respondents were asked to evaluate (on a 5-point Likert-type scale) and elaborate upon LSSU's past helpfulness in promoting economic development in the EUP and to estimate and elaborate upon how helpful LSSU could be in promoting regional economic development. Additionally, this section solicited suggestions for improving Lake Superior State University's efforts to assist the region with economic development. Respondents were also invited to share any closing thoughts they had concerning the university's role in promoting economic development. Finally, interviewers asked respondents to indicate which of the following professional backgrounds best represented their point of view: small business, large business, industry, government, or education.

2. Selection of Survey Respondents

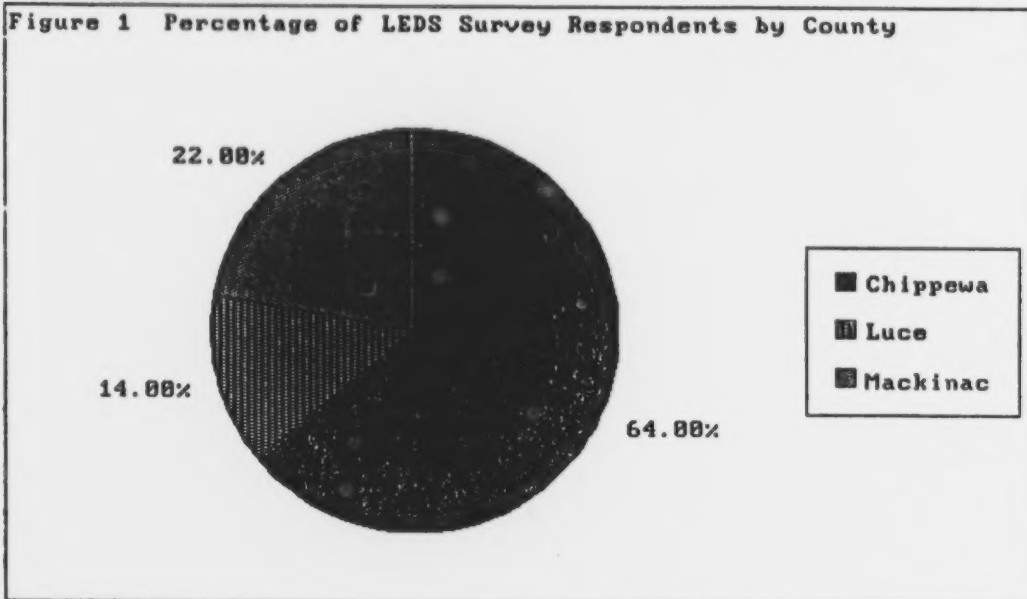
The goal of the LEDS project was to consult with area leaders knowledgeable about the economic development needs of the region. To achieve this goal, a reputational sampling method was employed. The first step in this method was to identify a group of officials, elected or appointed, who, by virtue of their positions, could be assumed to be knowledgeable about economic development. Eight such officials were identified. They included members of the three county commissions and officers from EUP economic development agencies. Each of these eight leaders was invited to submit the names of 30 officials and business people whom they believed would be knowledgeable and insightful interviewees (the letter of invitation is included in Appendix C).

Six of these core group officials submitted names of thirty or more other individuals whom they perceived as area leaders and whom they believed would be valuable participants in the study. The six nominators had been asked to include leaders from all five professional backgrounds, being certain that their choices adequately represented key regional social and ethnic groups as well as both men and women. From the resulting pool of 181 nominations, 50 respondents were chosen, based primarily on frequency of nomination but also insuring that the 50 respondents selected represented the three counties by population and that within the 50 there were all five professional backgrounds, both male and female leaders, and the key regional social and ethnic groups. Additionally, ten alternates were selected from the pool in case any of the original 50 were unwilling or unable to participate.

Dr. H. Erik Shaar, President of Lake Superior State University, invited the fifty nominees to participate in the LEDS study (see letter of invitation in Appendix C). Out of the original 50 individuals selected, 47 agreed to participate and were able to complete the interview, while three alternates from the pool served as replacements for those unwilling or unable to participate. With these alternates as substitutes, a full fifty interviews were conducted. Respondents were assured of the confidentiality of their responses as a condition of their participation in the study.

Figure 1 presents the percentage of the 50 respondents by county representation. As can be seen from an inspection of Figure 1, 64% of the respondents were from Chippewa County, 22% were from Luce County, and 14% were from Mackinac County. These percentages approximate the population distribution among the three EUP counties.

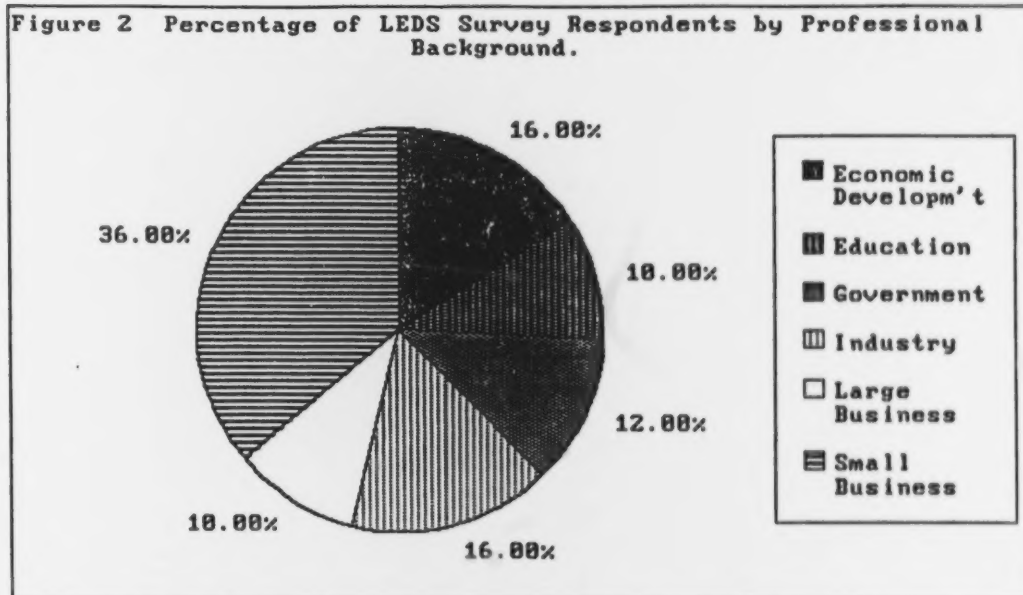
Figure 1 Percentage of LEDS Survey Respondents by County



Respondents were asked to classify themselves by professional background. These self-report data were used in combination with existing data about the respondents' professional background to create six points of view. Five of these categories correspond with the original professional background options selected by the respondents: small business, large business, industry, government, and education. It seemed advisable to create a sixth category, economic development specialists, based on the participants' own written responses. Respondents in the sixth category did not singularly share the

characteristic of being associated with economic development agencies, although each was judged to have expertise as an economic developer. Although a number of respondents endorsed more than one professional background or none at all, the classification system that was developed placed each respondent exclusively in one of the six categories.

Figure 2 presents the percentage of respondents representing each of the six points of view. As can be seen from an inspection of Figure 2, respondents from small business constitute the largest group (36%), followed by respondents from industry (16%), economic development (16%), government (12%), education (10%), and large business (10%).



Finally, nominators were asked to include in their choice of nominees both male and female leaders. Of the fifty participants in the LEDS survey, 42 were male and 8 were female.

This study is descriptive in nature. The respondents may be most accurately characterized as a group of regional experts nominated by their peers to assess LSSU's role in helping to promote regional economic development. The respondents, selected through reputational sampling, were chosen for their expertise. This method was appropriate for the goal of systematic consultation with the region's leaders. It should be stressed, however, that this method does not allow for generalization to a broader population.

3. Interviewing the Survey Respondents

The questionnaire was administered by interviewers because it was anticipated that using interviewers would solicit the fullest possible responses from the interviewees. Use of interviewers also encouraged the expression of creativity, insight, and candor by the respondents. In addition to the collection of quantitative data, the comments, observations, and ideas of selected community leaders could also be captured.

Ten interviewers were selected from a list of academically distinguished returning students, based upon the recommendations of university faculty and staff. Once selected, the interviewers were provided with a training manual which they were asked to review preceding a three-hour training workshop.

After the respondents received their written invitations to participate in the project from Dr. Shaar, interviewers contacted them by telephone. For those who agreed to participate, the interview was arranged by telephone. Interviews were then conducted in the respondent's office or home and at his/her convenience. At the beginning of the interview, a copy of the questionnaire was given to the respondent. This enabled the respondent to follow along as the interviewer solicited his/her views. Interviews lasted an average of about one hour, but they ranged in length from 45 minutes to two-and-one-half hours. All interviews were conducted during the spring and summer of 1988.

4. Data Analysis and Interpretation

The purpose of this research was to discover how the university was perceived by a reputational sample of regional leaders and to solicit their suggestions and ideas about the university's role in the area's economic development. What Lake Superior State University services and programs were familiar to this group? To what extent did the regional leaders' degrees of familiarity with LSSU programs and services vary across programs or across the three counties represented in the sample? Which of the current and potential programs surveyed seemed to have value as economic development ventures? Overall, how helpful has the university been in the past with regard to economic development? How much potential does LSSU have for a role in regional economic development? Did perceptions of familiarity or perceived economic development value vary as a function of professional background?

In attempting to answer these questions, both quantitative and qualitative analyses were employed. Respondent comments were transcribed, sorted by question, and examined for relevant insights on strengths, weaknesses, threats, opportunities, and challenges. Data for each of the four sections of the questionnaire were examined to

identify relationships both across and within each of the four survey subsections: current programs, potential programs, potential communication mechanisms, and perceived helpfulness of LSSU with regard to regional economic development. These analyses are presented in Chapter Two, "Findings." For each of the specific programs, services, and resources included in the questionnaire, quantitative summaries of familiarity assessments and economic development value ratings were integrated with respondent comments and suggestions. These question-by-question results are presented in Appendix A. Detailed statistical analyses of familiarity and economic development value ratings by county and professional background are reported in Appendix B.

Given the purpose of the study, analyses of the survey data necessarily involved the integration of different kinds of information. Efforts were made not simply to summarize the quantitative data across the thirty-eight current and potential university programs and services included in the questionnaire, but to examine the respondents' comments for meanings, themes, and calls for action.

CHAPTER TWO

FINDINGS

The primary goal of the LEDS project was to survey the attitudes and ideas of community leaders about the contributions that Lake Superior State University (LSSU) currently does and potentially can make to the region's economic development. This chapter presents the survey's findings in four sections, a structure which follows the organization of the questionnaire.

The first section summarizes the survey's findings about LSSU's current programs in regard to both their level of familiarity and their value to economic development efforts in the Eastern Upper Peninsula (EUP). The second section describes the reactions of the respondents to prospective LSSU programs or services which might contribute to economic development endeavors. The third section relates the findings regarding the respondents' views concerning potential methods of enhancing communication and cooperation between the university and the regional community. The fourth section explores the respondents' views regarding the more general issues of LSSU's past and potential efforts in regional economic development.

More detailed presentations of the participants' responses to the questionnaire may be found in appendices A and B. The quantitative data, bar charts, and summaries of the respondents' comments provide a synopsis of the quantitative and qualitative responses to each question. The questions are listed in the same order as they appeared in the questionnaire.

I. Familiarity with and Evaluation of Current LSSU Services and Resources

Generally, the respondents indicated that they are both familiar with the university's services and resources and that they believe these services and resources make positive contributions to economic development in the region. The mean score on the familiarity questions was 3.3 on a 5-point scale, where a rating of "1" represents total unawareness of the program and a rating of "5" indicates high familiarity with the program (see the key to Appendix A for the phrasing of the familiarity question). But there was wide variation in familiarity from one program to another; some were well-known by the majority of respondents, while others were unknown to most respondents. While the level of familiarity was generally highest among respondents from Chippewa County, there were no significant differences in program familiarity among the respondents from different professional backgrounds (i.e., small business, large business, industry, government, education, and economic development).

The respondents also generally gave very positive ratings concerning the economic development value of the university's current services and resources. The mean score was 3.76 on a 5-point scale, where a rating of "1" meant that the program contributed very little and a rating of "5" indicated it contributed a great deal to economic development. All of the programs were rated above 3.3 (see Appendix A for phrasing of the value question). Most of the respondents believed the university's current services and resources do contribute in a positive manner to economic development. This positive perception was held in all three counties and among respondents from all professional backgrounds.

The wide range of current university services and resources was presented in the questionnaire in three categories--educational services, public services, and consulting and contracting services. The findings regarding these three categories of services and resources will be presented in the three subsections which follow.

1. Current Educational Services

The university exists primarily to educate students. It is therefore noteworthy that out of the three categories of services and resources evaluated by the respondents for their contributions to economic development, the university's educational services and resources were rated most highly.

The specific educational services included in this category were certificate and degree programs, the Preservice Corrections program, the M.B.A. program, workshops for small businesses, videoconferences, and student internships (see Questions 1-7 in Appendix A for descriptions and detailed findings). Of these current educational services, the Preservice Corrections program was ranked highest in both familiarity and value (see Table 1). Indeed, among all sixteen current services and resources (i.e., across all three categories), the Preservice Corrections program was third highest in familiarity, even though the program had been in existence for only one year at the time of the interviews. Furthermore, this program tied with the industrial incubator in being considered the university's most valuable contribution to the EUP's economic development. One of the respondents suggested that the corrections program was "great--a local program which prepares people for local jobs." It was seen as enabling more people to remain in the area. For the respondents, this type of university program is ideal: local residents are trained for careers in fields in which there are expanding regional opportunities. Some respondents suggested that such university responsiveness to the region's needs should more generally characterize university-community partnerships.

In the same vein, but more broadly, the respondents indicated that the university contributes significantly to regional economic development through certificate and degree programs, because these programs enhance the knowledge and skills of the region's existing

workforce. The views expressed about student internships were also noteworthy. While internships had a relatively low level of familiarity among the respondents, there was a clearly expressed desire to participate in this type of program. Those respondents who had worked with LSSU interns cited this as an "excellent program" which is "extremely valuable". This type of connection between the business community and the university is worth expanding, in the view of the interviewees, since it is responsive to the needs of local industries, businesses, and agencies.

Table 1
Mean Scores on Familiarity and Economic Development Value
for Current Services and Resources
(Rank Ordered Within Categories by Economic Development Value Scores)

Category	Services and Resources	Familiarity Mean	Economic Dev. Value Mean
Education	Preservice Corrections Program	4.10	4.46
	Certificates and Degrees	4.08	3.96
	Internships	2.96	3.87
	MBA	3.64	3.66
	Small Business Workshops	3.00	3.55
	Videoconferences	2.18	3.34
Public Services	Intercollegiate Athletics	4.54	3.94
	Aquatics Lab	3.54	3.91
	Other University Programs	4.02	3.82
	Counseling Services	3.18	3.74
	Norris Center	4.32	3.57
	Library	3.20	3.51
Contracts and Consulting	Industrial Incubator	3.84	4.46
	Manufacturing Services	2.26	3.64
	Materials Testing Laboratory	2.10	3.58
	Geology	2.12	3.32

The respondents were also asked to propose improvements in the educational services currently provided by the university. Some of their suggestions included the following:

- improve communications about programs;
- extend the sense of community involvement that already exists;
- enhance the marketing efforts of the university;
- promote university programs using local alumni, since this will have the added benefit of demonstrating LSSU's pride in local graduates and their achievements;
- operate more off-campus programs.

2. Current Public Services and Resources

The public services and resources selected for listing in the questionnaire were the library, counseling services, the Aquatics Lab, intercollegiate athletics, the Norris Center, and a general category of "other university activities" such as conferences and cultural events (see Questions 8-14 in Appendix A for descriptions and detailed findings). The intercollegiate athletics program and the Norris Center were the best known of these services and resources. As for economic development value, the respondents gave high ratings to the athletics program, the Aquatics Lab, and "other university activities" (see Table 1).

The intercollegiate athletics program was viewed as valuable because it attracts fans to the region and because it generates statewide and national publicity for the EUP. Respondents perceived great value in the Aquatics Lab because of its role in preserving and enhancing the commercial and sport fishing opportunities in the region. The group of "other university activities," which included activities such as conferences and cultural events, was also valued highly. Some noted that such activities attract people to the region, while others observed that these activities contribute indirectly to economic development by enhancing the quality of life for those who live and work in the EUP.

Respondent comments suggest that the library would be used more frequently as a community resource if the public were made aware of its availability. This uncertainty about the extent to which services are available for public use appeared also in respondent comments about the counseling center. In response to the "other activities" question, many of the comments reflected a hope that the university would continue to expand its sponsorship of cultural events.

3. Current Consulting and Contracting Services and Resources

The services selected for this category included the Materials Testing Laboratory, manufacturing consultations, the Industrial Incubator, and geology consultations (see Questions 15-19 in Appendix A for descriptions and detailed findings). With the exception of the Industrial Incubator, these services were, as a group, the least familiar of the university's current services and resources (see Table 1). This low familiarity may be explained by the fact that these are the most specialized of the services mentioned in the questionnaire.

The Industrial Incubator, which ranked high in familiarity, was ranked even higher in value to economic development. Indeed, its mean score on value to economic development was tied with that of the Preservice Corrections program for the highest ranking among all

current services. The incubator also received some of the most positive comments of any service presented in the survey. It was considered by some as a model of what the university is capable of contributing to the process of economic development. Included among the comments were the following: "the college's best program"; "possibly the greatest contribution LSSU has made to the area"; and "the greatest single tool for economic development."

For all the services in this category, the comments indicated that the respondents who had actual contact with a particular service were generally satisfied. The moderate value scores for three of these services may therefore not reflect genuine doubt about their value, but rather unfamiliarity with how they contribute to economic development. The respondents recognized that these are specialized services and suggested the university work on methods to better link the potential users with the appropriate faculty and staff on campus.

Again, the suggestion was repeated for an improvement in communications. The respondents expressed interest in these services but wanted more information about them. For example, some suggested that demonstrations of available services would be helpful. Given the specialized nature of these services, a program of targeted outreach was also suggested (e.g., a newsletter, mailings).

Respondents also indicated that potential users of these services may not initiate contact with the university because they do not know whom to call. If there were a contact office which would facilitate the process of connecting the on-campus specialist with the caller, then the services might be used to a greater extent.

II. Evaluation of Potential Services and Resources

The respondents were next asked to estimate the economic development value of a range of potential university services. Their estimates and related comments should assist the university in evaluating alternatives in program development.

The services were listed according to the same three categories used in the first section, that is, educational, public, and consulting/contracting services. The mean score for the entire group of potential services was 3.90 on a 5-point scale, where "1" meant "not helpful at all" and "5" indicated "extremely helpful" for economic development. This mean score indicates that the respondents generally have a very positive view of the value of these potential services. It should be noted that respondents from small and large business generally provided the highest ratings for these prospective services.

1. Potential Educational Services

The potential educational services evaluated were a Hotel-Resort Management degree, an Institute for Public Safety, a Regional Outdoor Recreation and Education Center, and an International Trade Institute (see Questions 20-24 in Appendix A for descriptions and detailed findings). As Table 2 shows, all of these proposed services were highly valued by the respondents--the average score for the four services in this category was 3.99 on a 5-point scale.

Table 2
Mean Scores for Economic Development Value
of Potential Services and Resources
(Rank Ordered Within Categories)

Category	Service or Resource	Economic Development Value Mean
Education	Hotel-Resort Management Degree	4.20
	International Trade Institute	4.00
	Institute for Public Safety	3.86
	Regional Outdoor Rec. & Education Center	3.83
Public Services	Fine and Performing Arts Center	4.00
	Museums and Archives	3.67
	Wellness C.A.R.E. Center	3.49
	Fitness Center	3.10
Consulting and Contracting	Institute for Recreation and Tourism	4.45
	Small Business Institute	4.30
	Center for Social Research	3.66
	Grant-Writing Office	3.52

The suggested Hotel-Resort Management degree was the highest rated potential educational service. Respondents from large and small businesses were especially enthusiastic about the value of this program. It was noted that this degree would be directly responsive to the needs of the tourism industry, which one respondent called the area's "bread and butter." Another respondent suggested that owners and operators should be consulted concerning suggestions for the development of the curriculum.

Respondents were also quite enthusiastic about the three potential training institutes--the International Trade Institute, the Institute for Public Safety, and the Regional Outdoor Recreation and Education Center. The International Trade Institute received especially strong support from economic development specialists. The Institute for

Public Safety garnered its strongest support from those in government, while the Regional Outdoor Recreation and Education Center was most strongly supported by business. The enthusiasm of the respondents for all three of these institutes seemed to reflect their view that one of the university's best opportunities for assisting the region is through education and training programs which directly address the human resource development needs of expanding area industries.

2. Potential Public Services and Resources

The services selected for this part of the questionnaire included the Wellness C.A.R.E. Center, a Fitness Center, museums and archives, and a Fine and Performing Arts Center (see Questions 25-29 in Appendix A for descriptions and detailed findings). The Wellness C.A.R.E. Center has become operational since this survey was conducted, but for the sake of consistency it remains in its original "potential" classification.

These potential programs also received high scores, averaging 3.54 on the 5-point scale (see Table 2). The planned Fine and Performing Arts Center was rated the most valuable in terms of the region's economic development. From the comments of some of the respondents, it appears that this facility is eagerly anticipated. By upgrading the facilities available for cultural events, a center "would be an invaluable addition to the community"; "anything that promotes the arts and culture has a positive impact." Others stated that the center would fulfill one of the central functions of a university from the community's perspective. It is noteworthy that the center received high ratings from respondents in all three counties.

While the other three services (i.e., the Fitness Center, museums and archives, and the Wellness C.A.R.E. Center) had generally high scores, the comments concerning them revealed some diverse attitudes and notes of caution. A few questioned whether the museum/archive endeavor and the fitness center would compete with or duplicate existing programs or businesses. With regard to the museums/archives question, Chippewa County respondents were much more enthusiastic in supporting this proposal than were respondents from either Luce or Mackinac counties. The Wellness Center was not always recognized as a university sponsored program. Its contribution to the quality of community life was applauded, but some respondents questioned whether its contribution was relevant to economic development.

3. Potential Consultation and Contracting Services and Resources

The four potential programs included in the category of consulting and contracting services were an Institute for Recreation and Tourism, a Small Business Institute, a Grant-Writing Office, and the Center for

Social Research (see Questions 30-34 in Appendix A for descriptions and detailed findings). The Center for Social Research existed when this survey was conducted, but it was included within the category of potential programs since it was a new organization on campus and one with which very few people were familiar. The mean score for the programs in this category was a positive 3.73 on the 5-point scale (see Table 2).

The service in this category that was most valued by respondents for its potential contribution to economic development was the Institute for Recreation and Tourism. Indeed, this proposed institute received the highest rating among all twelve potential services and resources. This enthusiasm was also quite widespread. Majorities of respondents in all three counties and from all six professional backgrounds assessed the institute's potential as being within the top two categories. One person suggested that such an institute had great potential, especially if it augmented existing services rather than duplicating them.

The proposal for a Small Business Institute was also rated quite highly, with strong support from all three counties and all six professional backgrounds. This proposed institute received the second highest overall rating among the twelve potential services and resources. The strongest support came from those in business and from economic development specialists. As with the Institute for Recreation and Tourism, some respondents stressed that duplication of services should be avoided.

The Center for Social Research was rated as having moderately high potential for contributing to economic development. It was viewed by many respondents as a useful resource for collecting, processing, and interpreting data relevant to economic development. Its services could complement the work of existing organizations in the task of community planning and development. One respondent suggested that the center could assess the impact of recent changes in the region (e.g., the new prisons). Another indicated that the center might serve as a useful mechanism for focusing the research of LSSU faculty members on regional issues.

A potential grant-writing office also received a moderately high rating, even though it was not valued as highly as the other programs mentioned in this section. A few contended that the proposed grant writing office would duplicate services that are already available. However, others recounted the benefits they received from grant writing programs and predicted that a university sponsored program would be "swamped since the need is so great now." Clearly, the responses to this question highlighted the diversity of views expressed by the respondents.

III. Potential Methods of Enhancing Communication and Cooperation

The first two sections of the questionnaire asked respondents to evaluate the contributions of current and potential university services to the region's economic development efforts. Recognizing that a productive community-university partnership requires effective methods of communication and cooperation, the third section of the questionnaire asked respondents to evaluate four possible methods of enhancing such communication and cooperation. The four potential methods examined were a university service and resource book, seminars on services and resources, a campus-community liaison office, and a community-university economic development forum (see the key in Appendix A for the phrasing of these helpfulness questions, and see Questions 35-39 for descriptions and detailed findings). The evaluation of these four possible methods was extremely favorable, with an overall mean score of 4.16 on a 5-point scale.

Table 3
Mean Helpfulness Scores
for Methods of Enhancing Communication and Cooperation

Method	Helpfulness Mean
Campus-Community Liaison Office	4.51
Service and Resource Book	4.36
Community-University Economic Development Forum	4.10
Seminars on Services and Resources	3.67

As indicated in Table 3, the establishment of a campus-community liaison office was considered the most helpful potential method for improving communication and fostering a more cooperative relationship. Eighty-four percent of the respondents rated it as a "4" or "5" on the helpfulness scale. The respondents representing economic development, government, and large business were the most supportive of this proposal. Their comments reflected this positive assessment: "fantastic idea"; "most needed--this is really important"; "Excellent! Especially in economic development."

The helpfulness of a book summarizing university services and resources available to the public was also enthusiastically endorsed by the respondents. Support was especially strong among small business representatives and Mackinac County respondents. One respondent suggested a variation on the service and resource book proposal--developing newsletters directed at specific types of businesses and community groups.

Respondents were also asked about the potential helpfulness of a community-university economic development forum which would regularly bring together a number of community leaders and key university personnel to discuss mutual concerns relating to economic development. There was strong support for this prospective joint organization, with 72% of the respondents indicating that they thought it would be quite helpful. Some respondents made suggestions relating specifically to membership composition, frequency of meetings, etc. Others thought there was potential in such a forum, but they expressed some reservations based upon the extent to which the university had participated in similar kinds of existing organizations in the past.

Interviewees were somewhat less enthusiastic about the proposal to have seminars conducted by university personnel which would provide detailed information about university services and resources. Comments suggested that, while some respondents saw great value in such seminars, others doubted the utility of what they perceived as formal presentations. The latter group thought such informational get-togethers should take the form of participatory workshops, open houses, and tours. One person suggested that it would sometimes be desirable for such get-togethers to take place in off-campus locations.

IV. Overall Evaluation of LSSU's Past and Potential Contributions

The first three sections of the questionnaire were concerned with specific services and resources, either current or potential. The last section addressed the more general issue of the university's helpfulness as an institution in economic development efforts. Respondents were asked two summarizing questions:

- 1) How helpful has LSSU as an institution been in promoting economic development in the Eastern Upper Peninsula?
- 2) How helpful could LSSU as an institution be in promoting economic development?

The responses to these two questions allow us to compare past efforts with future potential (see Questions 40-45 in Appendix A for detailed findings).

There was great diversity among the respondents in their evaluation of the university's past contributions to regional economic development efforts (see Table 4). Thirty-eight percent of the respondents ranked the university as high in helpfulness, 30% ranked it as moderate in helpfulness, and 28% ranked it as low in helpfulness (mean = 3.25). This diversity in views was reflected in the comments of the respondents. One person suggested that "the university has been extremely helpful in creating an atmosphere of growth." On the other hand, another maintained that there have been "too many missed opportunities."

Table 4
Past and Potential University Helpfulness
in Promoting Economic Development
(in percentages)

Past/Potential	Helpfulness Rating				
	1	2	3	4	5
Past	6	22	30	18	20
Potential	-	-	2	20	74

While there was great diversity of opinion on the university's past helpfulness, there was near unanimity among the respondents on the university's potential helpfulness. Across all categories and all questions, this inquiry concerning the university's potential helpfulness elicited the most positive response from those interviewed (mean = 4.75). A very impressive majority of 74% ranked the university's potential helpfulness to economic development in the highest category, "extremely helpful." Combined with the 20% who provided a ranking of "4," a total of 94% of the respondents ranked LSSU's potential helpfulness in one of the top two categories. Together with the comments of the respondents, these data make it clear that the vast majority of those interviewed believe that LSSU can, through expanded effort and vision, make great contributions to promoting economic development in the Eastern Upper Peninsula.

CHAPTER THREE

CONCLUSIONS

"We all need to work together."

LEDS Respondent

Lake Superior State University has been officially committed since 1970 to aiding the Eastern Upper Peninsula in its economic development efforts. University President H. Erik Shaar has reaffirmed and strengthened this commitment. In his letter to prospective survey respondents, Dr. Shaar noted: "As President, I am committed not just to sustaining our involvement in these activities--I am committed to enhancing our involvement."

This renewed and expanded commitment by the university is consistent with a national trend. A recent survey by the National League of Cities shows that the number of economic development partnerships between cities and local colleges and universities is increasing. In 1984, 57% of survey cities reported cooperative economic development projects. By 1988, that number had grown to 85% (Blumenstyk, 1988).

Given this background, the LEDS project was undertaken to gather information from a sample of 50 key officials and business people relevant to answering three general questions regarding the university's role in regional economic development activities:

1. How helpful has LSSU been in the past in helping to promote economic development in the EUP?
2. How helpful could LSSU be in the future in promoting the EUP's economic development?
3. How might the university most effectively enhance its contribution to regional economic development?

Turning to the first question, the results of the survey suggest that LSSU has been doing reasonably well in its efforts to assist regional economic development. Thirty-eight percent of the respondents rated the university's helpfulness in this area as high. The two most notable contributions, according to the respondents, have been the Industrial Incubator and the Preservice Corrections program. Other highly valued contributions come from intercollegiate athletics, the Aquatics Lab, student internships, and the general enhancement of knowledge and skills that occurs through the university's degree programs.

Even though the data suggest a reasonably effective effort by the university, this message is mixed. While 38% of the respondents rated the university's helpfulness as high, another 28% rated its helpfulness as low. These data, combined with numerous critical comments about the university's past efforts (see especially Questions 40-44 in Appendix A), imply that LSSU has been only reasonably effective. Many respondents clearly believe that the university could have been much more helpful than it has been.

With the first question answered, we may turn to the second: Regardless of how helpful LSSU has been in the past, how helpful could the university be as a partner in economic development efforts? The answer here is unmixed--the respondents almost uniformly believed that there is potential for the university to be very helpful in the region's economic development efforts. Seventy-four percent ranked its potential contribution as "extremely helpful." The comments offered in support of this view, and the general tone of the interviews, reinforce this conclusion.

Given this marked gap between perceptions of the university's past and potential levels of helpfulness, the third question is especially pertinent: How might the university most effectively enhance its contributions to regional economic development? The survey provided data on a great many specific methods for improving the university's contribution. These are detailed question by question in Appendix A. At the most general level, however, the survey's answer to this question consists of five broad themes that emerged from the interviews.

First, the respondents repeatedly stressed a need for better communication, promotion, and marketing by the university (see especially Questions 7, 14, 19, 24, 29, 34, and 39 in Appendix A). Those interviewed suggested that publicly available university services and resources are not fully utilized because the public does not know enough about them. Respondents were generally enthusiastic about several proposed methods of improving communication and cooperation between the university and the community. There was especially strong support for creation of a Campus-Community Liaison Office, for publication of a University Service and Resource Book, and for establishment of a Community-University Economic Development Forum (see Questions 35-39 in Appendix A). Other suggestions included newsletters and open houses.

Second, respondents believed that the university can contribute substantially to regional economic development by tailoring some of its programs and services to meet the unique characteristics and changing needs of the region. In this vein, respondent comments made it clear that the high ratings for the current Preservice Corrections program and for the prospective Institute for Public Safety relate significantly to the perception that these are timely adaptations to ongoing changes in the region, especially the development of the new

prisons. It was apparently on this same basis that respondents generally gave high ratings to current or prospective programs or services which relate to tourism (e.g., a Hotel-Resort Management Degree, a Regional Outdoor Recreation and Education Center, an Institute for Recreation and Tourism, and a Small Business Institute). Likewise, the region's international border was one reason that a prospective International Trade Institute was viewed favorably. Similarly, the region's location on three different Great Lakes, with their myriad commercial and sport fishing opportunities, was the foundation for the enthusiasm expressed by the respondents for the contributions of the Aquatics Lab.

A third general theme was that the university contributes most effectively when it provides opportunities for the region that would otherwise be provided only marginally or not at all. Thus, the Norris Center and the planned Fine and Performing Arts Center were both seen as contributing something to the region that it would otherwise not have. Some respondents related such functions directly to economic development, but others saw these functions as relating more broadly to quality of life in the region, and thereby indirectly back to economic development. Whether viewed narrowly or broadly, the university was seen as contributing most effectively when it fills a gap.

A fourth and related theme was that there should be community consultation and avoidance of duplication in the development of new programs and services. Respondents frequently expressed concern about university duplication of services already provided at some level by other organizations, private or public. They also repeatedly suggested that consultation with private and public organizations should take place regularly as new programs and services are developed. Such regular consultation would simultaneously accomplish three things: 1) reduce unnecessary duplication, 2) encourage efficient joint efforts, and 3) elicit useful insights from area leaders.

Fifth, and finally, the interviewees urged greater community involvement and visibility of university administrators, faculty, staff, and students. In the case of students, there was significant support for expanding the number and types of internships. In the case of administrators, faculty, and staff, respondents encouraged greater involvement in a wide variety of community activities. Their comments suggested that university personnel are themselves one of the university's greatest creative resources relevant to economic development. Greater community involvement by university personnel as individuals could therefore, by itself, contribute productively to regional economic development efforts.

These five thematic recommendations of the respondents, together with the more specific suggestions and comments summarized in Appendix A, should provide a useful framework for decision-making about the university's role in the promotion of regional economic development. However, these recommendations, suggestions, and comments should be utilized only in conjunction with several caveats.

The first caveat was issued by respondents themselves. Several of those interviewed cautioned that while it is desirable for the university to involve itself in economic development efforts, it should not be forgotten that the university's primary mission is education. Activities designed to foster regional economic development should therefore not be promoted at the expense of this primary mission. The university should not necessarily attempt all things which might be useful to the community. This is a crucial caveat because of a prediction that may be made on general theoretical grounds: community aspirations for university services relevant to economic development will always outpace the capacity of the university to deliver those services. One would therefore anticipate that a gap will always exist between perceptions of past helpfulness and perceptions of potential helpfulness. The issue for university decision-makers should therefore not be the gap itself, but whether the gap is too wide. The gap itself should be expected.

A second caveat may be inferred from the great diversity of opinion which often existed among the 50 respondents, especially on questions dealing with specific services or resources. This diversity of opinion suggests that decision-makers who utilize this study's data should proceed cautiously. Interpretations of the data should take into account that perceptions often vary based upon individual interests. Thus, those whose interests might be adversely affected by a new university program or service may be predisposed to see dangers of duplication and to evaluate potential helpfulness as low. On the other hand, those who might benefit from this same service or resource may be predisposed to warmly endorse its helpfulness. Whenever specific programs, services, and resources are under examination, then, one may expect diversity of opinion. A critical awareness of some of the sources of this diversity should result in better data interpretation.

It should also be taken into account that broad predispositions toward the university in general may have influenced the views expressed by respondents. Thus, some respondents may have been favorably predisposed to the university because of current or past relationships with the school that have nothing to do with its economic development activities. Other respondents may have been unfavorably predisposed for the same kinds of reasons. These broad evaluative predispositions toward the university may have influenced the views of some respondents regarding the more specific question of the university's economic development efforts.

A third caveat also relates to interpreting the data on specific programs, services, and resources. Almost all of the university programs, services, and resources examined in this project are multifunctional, for both the university itself and for the community. Promotion of economic development is usually only one of many functions, and may often be a secondary or tertiary function. The respondents' evaluations of university services and resources must

therefore NOT be taken as estimates of the overall value of a service or resource. A university program, service, or resource which is only moderately valuable for economic development purposes may be extremely valuable for other purposes. Thus, it is essential that those who utilize this report keep in mind that the data presented here are relevant only for evaluating the contributions of a program, service, or resource to economic development.

A fourth and final caveat relates to the extent to which the data reported here are time-bound. Based on indices such as housing starts and unemployment rates, the economy of the EUP improved significantly between the conduct of the survey interviews and the publication of this report. Under these conditions, some may be tempted to conclude that a concern for university involvement in economic development is no longer particularly relevant. However, an improving economy does not mean that economic development efforts should cease. It may mean that less effort needs to be devoted to attracting new industries and more effort needs to be devoted to sustaining current progress. It may also mean that attention needs to be devoted to dealing with some of the by-products of economic growth (e.g., strain on community services, inflation, increased crime). But it surely does not mean that the university and the community should discontinue efforts to cooperate. Moreover, current conditions can no doubt reasonably be interpreted as just one stage in a long-term economic cycle. Continuing community-university cooperation may reduce the dislocations that normally attend such economic cycles. Thus, the university should be able to serve as an effective economic development partner in both good times and bad.

Turning away now from caveats, it may be helpful to discuss briefly how this report can be used. First, as intended from the outset, this report will be employed by the university's central administration in planning and decision-making. This use will contribute to the university's consideration of new initiatives. Second, the report can assist university department heads, directors, coordinators, and faculty in considering how they might revise and update current programs, services, and resources so that their areas of responsibility can more effectively contribute to the region's economic development. Third, information in this report might be put to creative use by community officials and business people in their own efforts to promote economic development in the EUP. The ideas of their colleagues on how and why certain university services are valuable for economic development may stimulate new ideas on how they can themselves take better advantage of opportunities provided by the university.

The results of this survey suggest that Lake Superior State University has been and is contributing significantly to economic development efforts in the Eastern Upper Peninsula. However, it also suggests that the university will contribute much more when it expands and refocuses its efforts. The 50 key officials and business people interviewed for this project believe there is great untapped capacity--

a capacity that has grown as the university has grown and matured. One respondent aptly linked this metaphor of growth and maturation to the history and future of the university's efforts. This person observed that in its early years it was necessary for the university to concentrate most of its efforts on its own initial institutional development and survival. Now that it is firmly established, this person continued, the university is in a position to broaden its vision and its sphere of action. The present study clearly suggests that the product of such expansion and refocusing could be a valuable and gratifying contribution to the region which serves as the university's home.

APPENDIX A
DETAILED FINDINGS

I. Current Services and Resources

A. Educational Services

1. Certificates and Degrees
2. MBA
3. PreService Corrections Program
4. Workshops for Small Business
5. Videoconferences
6. Internships
7. Current Educational Services Improvement

B. Public Services and Resources

8. Library
9. Counseling Services
10. Aquatics Lab
11. Intercollegiate Athletics
12. Other University Activities
13. Norris Center
14. Current Public Services and Resources Improvement

C. Consulting and Contractual Services

15. Materials Testing Laboratory
16. Manufacturing Services
17. Industrial Incubator
18. Geology
19. Current Consulting and Contractual Services Improvement

II. Potential Services and Resources

A. Educational Services and Resources

20. Hotel-Resort Management Degree
21. Institute for Public Safety
22. Regional Outdoor Recreation and Education Center
23. International Trade Institute
24. Suggestions on Potential Educational Services and Resources

B. Public Services and Resources

25. Wellness C.A.R.E. Center
26. Fitness Center
27. Museums and Archives
28. The Fine and Performing Arts Center
29. Suggestions on Potential Public Services and Resources

C. Consultation and Contractual Services

- 30. Institute for Recreation and Tourism
- 31. Small Business Institute
- 32. Grant-Writing Office
- 33. Center for Social Research
- 34. Suggestions on Potential Consulting and Contractual Services

III. Potential Methods of Enhancing Communication and Cooperation

- 35. University Service and Resource Book
- 36. Seminars on Services and Resources
- 37. Campus-Community Liaison Office
- 38. Community-University Economic Development Forum
- 39. Suggestions on Communication and Cooperation

IV. Overall Evaluation and Suggestions

- 40. Helpfulness of LSSU to Economic Development
- 41. Elaboration - Helpfulness of LSSU to Economic Development
- 42. Potential of LSSU on Economic Development
- 43. Elaboration - Potential of LSSU on Economic Development
- 44. Suggestions for Improvement
- 45. Closing Thoughts on Role of LSSU

KEY

This key will assist in interpretation of the data presented in Appendix A.

Familiarity Question: How familiar were you with this university service or resource?

Familiarity Scale:

1	2	3	4	5
I was totally unaware of this service			I was quite familiar with this service	

Value Question: How much do you think this service or resource contributes to economic development in the Eastern Upper Peninsula?

Value Scale:

1	2	3	4	5
It contributes very little			It contributes a great deal	
____ Don't know or unsure				

Helpfulness Question: In general, how helpful has LSSU as an institution been in promoting economic development in the Eastern Upper Peninsula?

Helpfulness Scale:

1	2	3	4	5
Not helpful at all			Extremely helpful	

Potential Helpfulness Question: Regardless of how helpful it has been in the past, how helpful could LSSU as an institution be in promoting economic development in the Eastern Upper Peninsula?

Potential Scale:

1	2	3	4	5
Not helpful at all			Extremely helpful	

- Mean: An average, or measure of central tendency, computed by summing the values of the respondents' answers to the question and dividing this sum by the number of respondents who answered the question.
- S.D.: The standard deviation measures the amount of dispersion or variability among the responses to a question and indicates the average of deviations from the mean.
- Missing Cases: The number of respondents' answers which were not reported for a particular question. The reasons for not reporting their answers include: the respondents said that they did not know, they did not answer the question, they did not select one of the alternatives on the scale, or their answer was not recorded.
- Bar Charts: The charts were generated by the SPSS/Statistical package for the Social Sciences, PC+ Version 2. The bar charts present the data on an ordinal scale. The lines representing the number of responses in each category are not exactly proportionate in all cases.
- Discussion: The respondents were asked if they wished to add any comments after each question. A selection of their comments are presented to indicate the range of opinions and insights that were expressed during the interviews. The amount of space devoted to the comments for each of the questions should not be used as an indicator of the value of those comments.

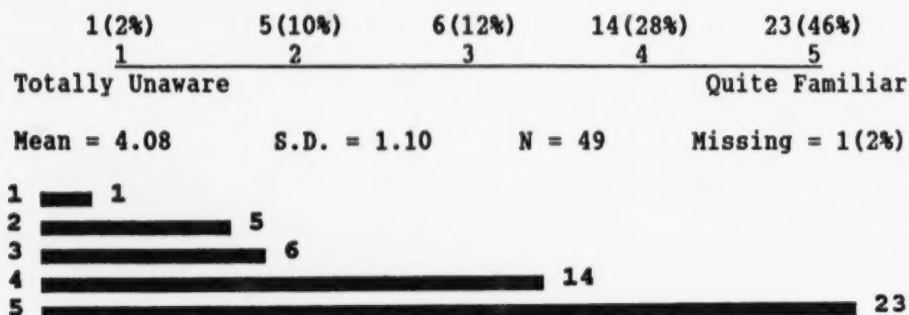
I. Current Services and Resources

A. Educational Services

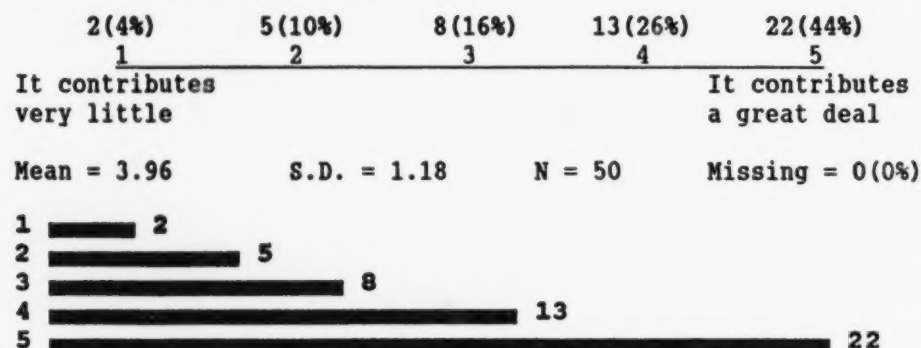
1. Certificates and Degrees

A significant proportion of the certificates and degrees granted by LSSU each year go to area residents who live and work in the Eastern Upper Peninsula.

Familiarity with Service or Resource



Value to Economic Development



Discussion

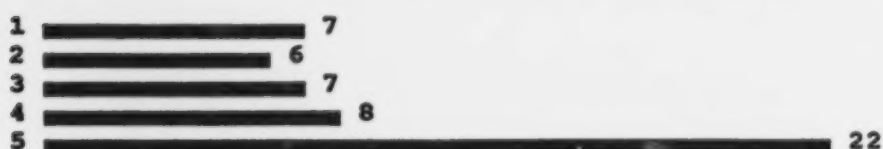
The university's primary business is the education of students. Who these students are and what they do with their education may be relevant to the region's efforts to develop economically. A substantial majority (74%) of the survey's respondents were aware that many of LSSU's students live and work in the Eastern Upper Peninsula. A similar majority (70%) believed that the knowledge and skills acquired by these area residents contribute significantly to the region's economic development.

2. MBA

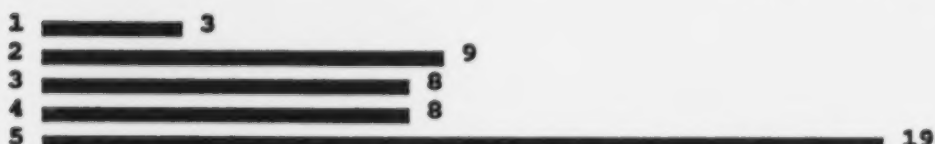
The University offers a Master's Degree in Business Administration to prepare those already employed for advancing their careers in business, industry, and government agencies.

Familiarity with Service or Resource

7(14%) 1	6(12%) 2	7(14%) 3	8(16%) 4	22(44%) 5
Totally Unaware				Quite Familiar
Mean = 3.64	S.D. = 1.50	N = 50	Missing = 0(0%)	

Value to Economic Development

3(6%) 1	9(18%) 2	8(16%) 3	8(16%) 4	19(38%) 5
It contributes very little				It contributes a great deal
Mean = 3.66	S.D. = 1.36	N = 47	Missing = 3(6%)	

Discussion

Most of the respondents from Chippewa County expressed familiarity with the MBA program, but a substantial number from Luce and Mackinac counties were relatively unfamiliar with this degree program. A majority of those interviewed believed that the program contributes significantly to the region's economic development. Few comments were offered.

3. PreService Corrections Program

LSSU offers a Preservice Corrections Program consisting of the five courses required of applicants for Corrections Officer positions within Michigan prisons.

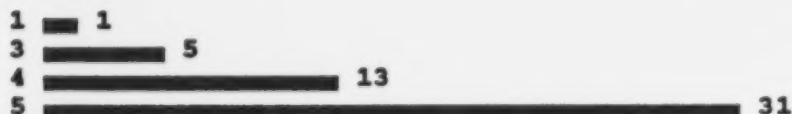
Familiarity with Service or Resource

	2(4%) 1	3(6%) 2	7(14%) 3	14(28%) 4	24(48%) 5
Totally Unaware					Quite Familiar
Mean = 4.10	S.D. = 1.11		N = 50		Missing = 0(0%)



Value to Economic Development

	1(2%) 1	0(0%) 2	5(10%) 3	13(26%) 4	31(62%) 5
It contributes very little					It contributes a great deal
Mean = 4.46	S.D. = .84		N = 50		Missing = 0(0%)



Discussion

Respondents demonstrated great familiarity with this relatively new program at the university. They also believed, in overwhelming numbers (88%), that this program contributes significantly to economic development in the EUP. Praise for the program was common in the comments made by interviewees. Said one: "Great--a local program which prepares people for local jobs."

4. Workshops for Small Business

Through its Department of Continuing Education, the university has sponsored a variety of workshops for small businesses on topics such as credit policies and cash flow management.

Familiarity with Service or Resource

10(20%)	9(18%)	11(22%)	11(22%)	9(18%)
1	2	3	4	5
Totally Unaware				Quite Familiar
Mean = 3.00		S.D. = 1.40	N = 50	Missing = 0(0%)
1				10
2				9
3				11
4				11
5				9

Value to Economic Development

3(6%) 1	8(16%) 2	9(18%) 3	14(28%) 4	13(26%) 5
It contributes very little			It contributes a great deal	
Mean = 3.55		S.D. = 1.25	N = 47	Missing = 3(6%)
1	3			
2	8			
3	9			
4	14			
5	13			

Discussion

Familiarity with Continuing Education's workshops for small business varied widely, with about the same number indicating low familiarity as high familiarity. A majority, however, believed that these workshops make a significant contribution to economic development. Among those offering comments, one suggested that "current issues need special attention," while another stated the opinion that the "current program is all for beginners--we need more information for advanced people." Still another suggested that "workshops designed to help business owners with marketing their products and services would be very beneficial."

5. Videoconferences

The Continuing Education Department also sponsors videoconferences through satellite television to promote professional development. Recent topics have included computer integrated manufacturing, fire service safety, and the role of middle managers.

Familiarity with Service or Resource

	21(42%)	11(22%)	8(16%)	5(10%)	4(8%)
	1	2	3	4	5
Totally Unaware					Quite Familiar
Mean = 2.18		S.D. = 1.32	N = 49		Missing = 1(2%)
1					21
2					11
3					8
4					5
5					4

Value to Economic Development

	5(10%)	7(14%)	9(18%)	9(18%)	11(22%)
	1	2	3	4	5
It contributes very little					It contributes a great deal
Mean = 3.34		S.D. = 1.37	N = 41		Missing = 9(18%)
1					5
2					7
3					9
4					9
5					11

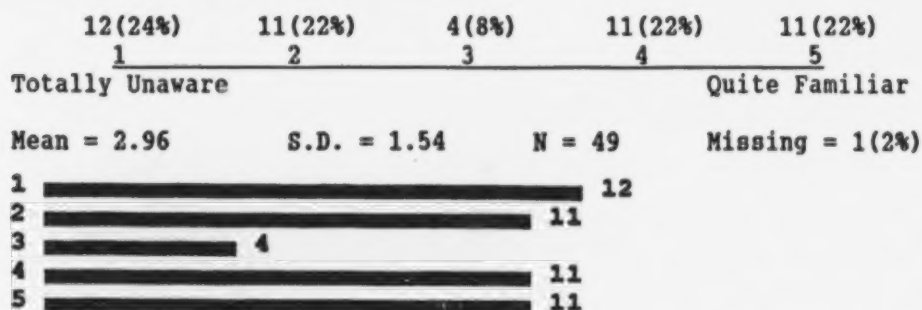
Discussion

A substantial majority (64%) of interviewees were not yet familiar with Continuing Education's new program of sponsoring videoconferences. However, while only 18% expressed high familiarity with this program, a much higher number (40%) believed that these conferences do contribute to economic development. One respondent reported that he/she saw "much potential."

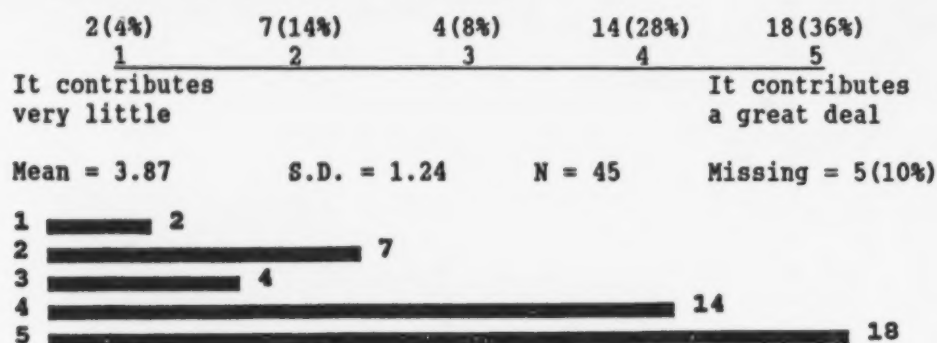
6. Internships

As part of their educational experience, many LSSU students gain on-the-job education and experience through internships or field placements. Many of these students are placed in agencies, businesses, or industries within the Eastern Upper Peninsula.

Familiarity with Service or Resource



Value to Economic Development



Discussion

Almost equal numbers of respondents reported low familiarity and high familiarity with LSSU internships and field placements. However, a substantial majority (64%) reported that they believed LSSU internships and field placements contributed significantly to regional economic development. In their comments, several respondents indicated that LSSU interns had been placed in their agencies or businesses. Almost all of these reported a highly positive experience. Several said that the availability of interns needed to be made more widely known. Many suggested the desirability of expanding internships, both in quantity and in the fields in which internships are available. A few criticized the university for lack of initiative in this area, two specifically citing what they perceived as a failure by the university to respond to an overture from a major national corporation regarding internships.

7. Current Educational Services Improvement

I have asked you about a variety of current educational services provided by the university. How might any or all of these services be improved in order to make a greater contribution to regional economic development?

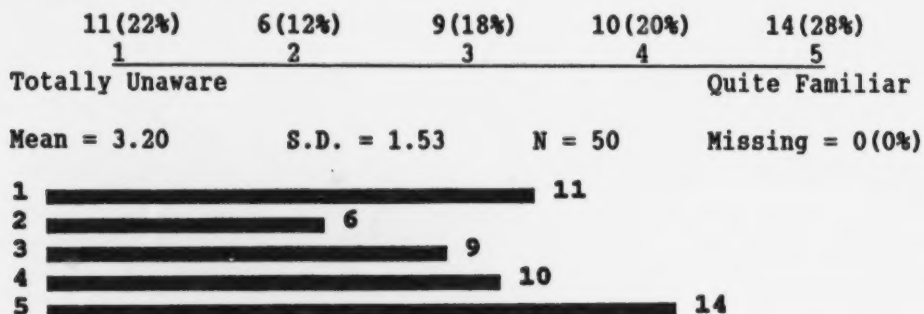
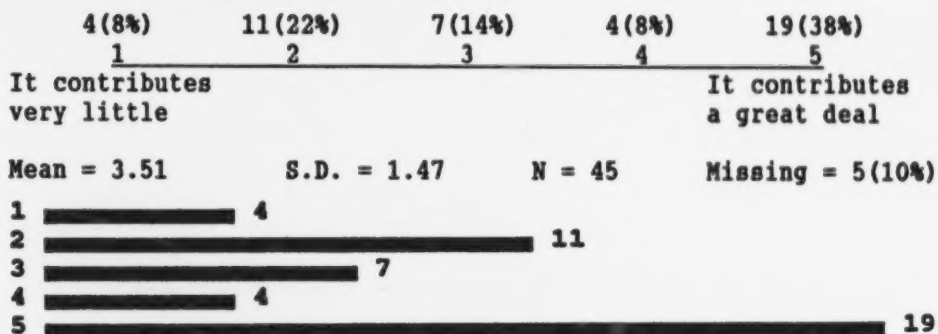
Discussion

This open-ended question sought to elicit suggestions from respondents about how current educational services could be improved. Many of the specific comments and suggestions offered here have been incorporated above in the comments on specific educational services. The more general comments were quite uniform: the university needs to do a better job of communicating with the region about the educational services it offers. Again and again the interviewees indicated that they believed there was inadequate "communication," "marketing," and "promotion."

B. Public Services and Resources

8. Library

The LSSU library maintains the largest publicly available collection of books, periodicals, and documents in the Eastern Upper Peninsula. Among its services are provision of access to government documents and a law library, performance of computerized database information searches, and audiovisual assistance.

Familiarity with Service or ResourceValue to Economic DevelopmentDiscussion

There was wide variability in familiarity with the library services available to the community. Thirty-four percent of respondents indicated low familiarity, while 48% expressed high familiarity. Most of those who expressed low familiarity were from Luce and Mackinac counties. A majority of those respondents who expressed an opinion believed that the services of the library make a significant contribution to economic development. Several indicated in their comments that the library can be a great help to businesses. However, one interviewee indicated that parking problems make it difficult to take advantage of the library's services. Another interviewee suggested the establishment of a library hot line for fast access by local development agencies.

9. Counseling Services

The LSSU Counseling Center provides career and vocational testing for individuals, businesses, and industries in the area.

Familiarity with Service or Resource

12(24%)	6(12%)	6(12%)	11(22%)	14(28%)
1	2	3	4	5
Totally Unaware			Quite Familiar	
Mean = 3.18		S.D. = 1.58	N = 49	Missing = 1(2%)
1				12
2				6
3				6
4				11
5				14

Value to Economic Development

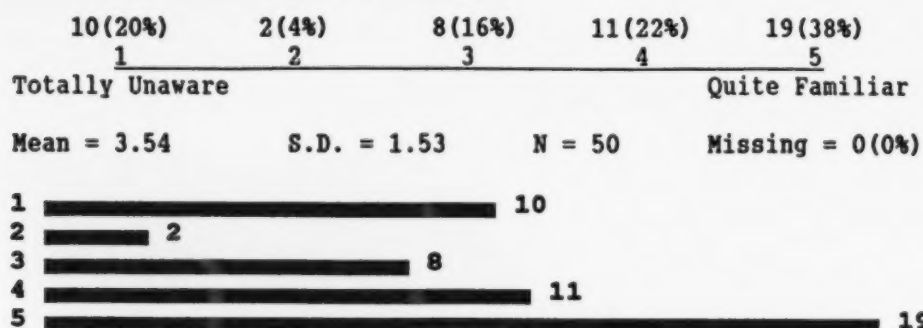
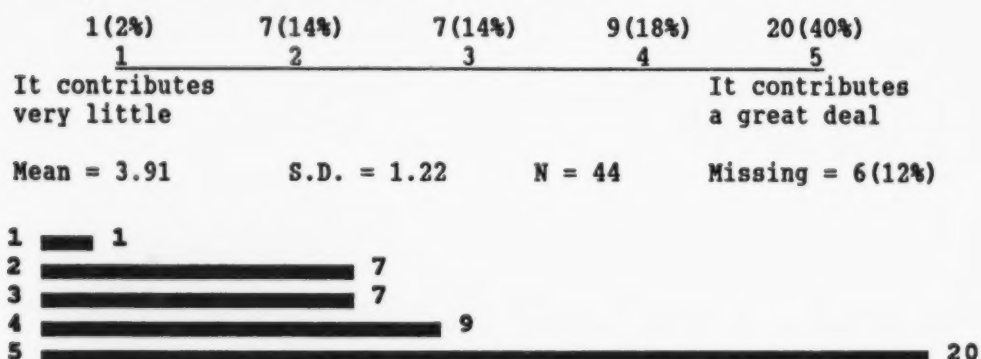
2(4%)	2(4%)	14(28%)	12(24%)	13(26%)
1	2	3	4	5
It contributes very little			It contributes a great deal	
Mean = 3.74		S.D. = 1.09	N = 43	Missing = 7(14%)
1				2
2				2
3				14
4				12
5				13

Discussion

As with the library, there was wide variability in familiarity with the services provided by LSSU's Counseling Center. While 50% expressed high familiarity, 24% indicated that they were totally unaware of these services. On the other hand, only 8% indicated that they saw low economic development value in the Counseling Center's services, while 50% saw high value.

10. Aquatics Lab

The LSSU Aquatics Lab conducts fisheries research and is engaged in a program of rearing and stocking sport fish such as Atlantic salmon.

Familiarity with Service or ResourceValue to Economic DevelopmentDiscussion

A substantial majority of those interviewed (60%) expressed high familiarity with the Aquatics Lab, although fully 20% (most from Luce and Mackinac counties) were totally unaware of this facility. Fifty-eight percent believed that the lab makes a contribution of significance to the region's economic development efforts. One person noted that the university is in a "unique position because of the Great Lakes to have a research facility on marine life, etc." This person went on to suggest an expansion of academic programs in this area, including graduate programs.

11. Intercollegiate Athletics

LSSU offers a number of intercollegiate athletic programs, including hockey, men's and women's basketball, and women's volleyball. These athletic events attract spectators to the area.

Familiarity with Service or Resource

0(0%)	2(4%)	3(6%)	11(22%)	34(68%)
1	2	3	4	5
Totally Unaware				Quite Familiar
Mean = 4.54	S.D. = .79	N = 50	Missing = 0(0%)	
2	2			
3	3			
4		11		
5				34

Value to Economic Development

3(6%)	2(4%)	13(26%)	9(18%)	23(46%)
1	2	3	4	5
It contributes very little				It contributes a great deal
Mean = 3.94	S.D. = 1.20	N = 50	Missing = 0(0%)	
1	3			
2	2			
3		13		
4		9		
5				23

Discussion

Perhaps not surprisingly, respondents expressed greater familiarity with intercollegiate athletics than any other university service or resource (90% expressing high familiarity). Sixty-four percent of respondents believe that intercollegiate athletic programs at LSSU make a substantial contribution to regional economic development. Several respondents suggested that the NCAA hockey championship brought a great deal of favorable publicity for the whole area.

12. Other University Activities

The university offers on-campus activities such as Elderhostel, conferences at the Cisler Center, and cultural events such as the Indianapolis Ballet and Detroit Symphony. These activities, and the historical character of the university, also attract people to the area.

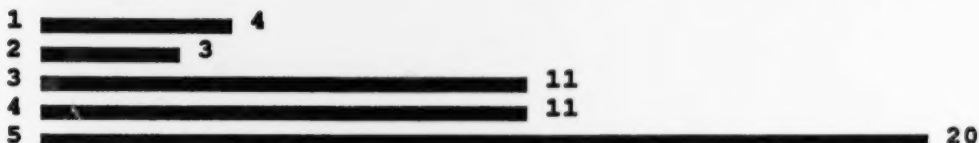
Familiarity with Service or Resource

2(4%)	3(6%)	7(14%)	18(36%)	20(40%)
1	2	3	4	5
Totally Unaware				Quite Familiar
Mean = 4.02	S.D. = 1.08	N = 50	Missing = 0(0%)	



Value to Economic Development

4(8%)	3(6%)	11(22%)	11(22%)	20(40%)
1	2	3	4	5
It contributes very little				It contributes a great deal
Mean = 3.82	S.D. = 1.27	N = 49	Missing = 1(2%)	



Discussion

The university attracts people to this area through a wide variety of non-athletic events, including Elderhostel, Cisler Center conferences, and cultural events. Seventy-six percent of respondents indicated familiarity with this aspect of the university's contribution to the region. Sixty-two percent expressed the view that these activities make a significant contribution to regional economic development. One respondent suggested that in such an isolated area, these kinds of activities

contribute a great deal to economic development, even if indirectly. Another was quite specific in addressing a perennially sensitive issue: "the college brings in more than it takes away in terms of competition with small business in the community." In a matter that would be only indirectly related to economic development, one respondent suggested that the university should make itself less threatening and more accessible to high school students--it should make special efforts to get them on campus.

13. Norris Center

The Norris Center provides publicly available physical recreation facilities, including the ice rink, weight room, racquetball courts and swimming pool.

Familiarity with Service or Resource

3 (6%)	4 (8%)	2 (4%)	6 (12%)	35 (70%)
1	2	3	4	5
Totally Unaware				Quite Familiar
Mean = 4.32		S.D. = 1.24		N = 50
				Missing = 0 (0%)
1	3			
2	4			
3	2			
4	5			
5				36

Value to Economic Development

7 (14%) 1	6 (12%) 2	8 (16%) 3	8 (16%) 4	20 (40%) 5
It contributes very little				It contributes a great deal
Mean = 3.57		S.D. = 1.49		N = 49
				Missing = 1 (2%)
1	7			
2	6			
3	8			
4	8			
5				20

Discussion

The vast majority (82%) of those interviewed were familiar with the public availability of the Norris Center's physical recreation facilities. Fifty-six percent believed that the public availability of these facilities contributes significantly to economic development. In their comments, several indicated that the Norris Center contributes to improving quality of life in the EUP and that this indirectly promotes economic development. As one person explained: "I think if we can offer incoming companies or executives facilities they can use, then they won't feel quite as isolated from the world. Cities always have health clubs--this is an alternative." Along these lines, another interviewee suggested that it would be useful to give complimentary passes to visitors and employees of new firms. Several respondents suggested that an effort should be made to make Norris Center facilities more accessible to the public.

14. Current Public Services and Resources Improvement

I have asked you about a variety of current public services provided by the university. How might any or all of these services be improved in order to make a greater contribution to regional economic development?

Discussion

In response to this request to offer suggestions regarding current public services and resources, respondents made the same general observation they made regarding educational services: the university needs to do a better job of communicating with the public about the services it makes available to them. The terms most commonly used by interviewees in their suggestions were "promotion," "marketing," "advertising," "awareness," "publicity," and "information." It was readily apparent that these regional leaders believed that the university should seek to improve its communication with the public regarding the availability, hours, requirements, restrictions, etc. of these services. One respondent put it quite colorfully: "Let us know what the hell is going on!!"

While respondents almost uniformly suggested a need to improve communication, many also made clear in response to this question that they considered these services in general to be quite valuable. As one respondent put it: "I give blanket value to these--without them we'd have to go elsewhere--so anything that is done is of great value."

Among the more specific suggestions for improvement were the following:

"have more cultural events, especially in winter";

"simplify red tape";

hire more staff in areas that provide services to the public-- services are sometimes "unavailable because the university is understaffed";

scheduling of events might usefully be coordinated with the Chamber of Commerce and other organizations so that there are fewer conflicts between community and university events;

offer cultural activities free to area high school students, especially if they are at times that would be appropriate for field trips;

sponsor high school athletic awards and use half-times at LSSU for presentation of awards--this would bring more high school students and parents to events and better integrate the university and the community.

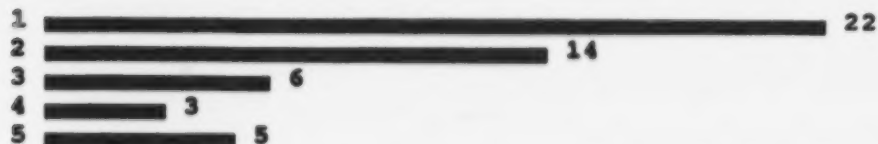
C. Consulting and Contractual Services

15. Materials Testing Laboratory

The Lake Superior Materials Testing Laboratory provides materials testing and equipment and technical expertise to businesses and industries in the area. For example, it can evaluate the quality of core concrete samples taken during highway production. It also provides computer-aided drafting and design services for local industries.

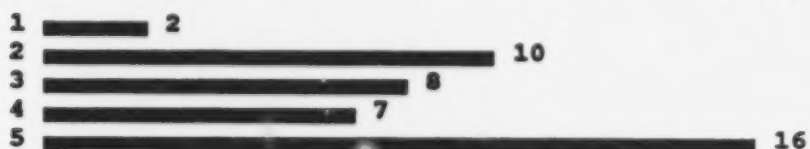
Familiarity with Service or Resource

22(44%)	14(28%)	6(12%)	3(6%)	5(10%)
1	2	3	4	5
Totally Unaware			Quite Familiar	
Mean = 2.10		S.D. = 1.31	N = 50	Missing = 0(0%)



Value to Economic Development

2(4%)	10(20%)	8(16%)	7(14%)	16(32%)
1	2	3	4	5
It contributes very little			It contributes a great deal	
Mean = 3.58		S.D. = 1.33	N = 43	Missing = 7(14%)



Discussion

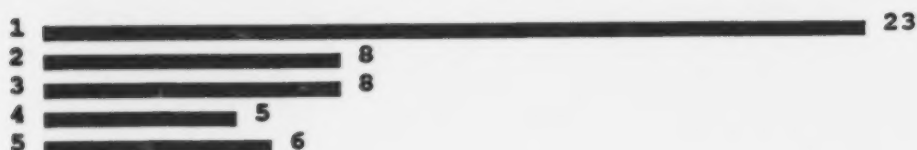
In sharp contrast to most other university services and resources, a large majority (72%) of the respondents were unfamiliar with the services of the Materials Testing Laboratory. Only 16% of those interviewed indicated high familiarity with this service. On the other hand, a substantial number of respondents (46%) believed the Materials Testing Lab does make a substantial contribution to regional economic development. The comments of the interviewees suggest that they see much potential in the lab if the availability of its services is made known. As one person put it: "It sounds like a 'five,' if one is trying to get industry into the community. It could draw them if they knew we had these services available."

16. Manufacturing Services

The Engineering Technology Department offers services to manufacturers in the form of consulting, training, and demonstration of state-of-the-art manufacturing. This includes Flexible Manufacturing Systems, which allow for the rapid change in types of product manufactured; Computer Numerically Controlled systems, which control the operation of machinery; robotics; computer-aided drafting and design services; and quality control.

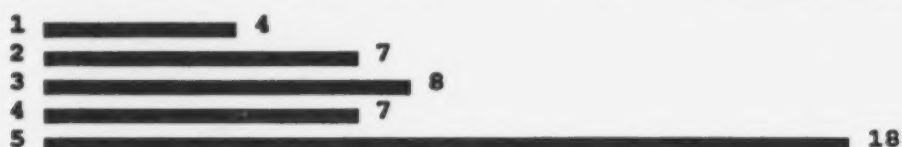
Familiarity with Service or Resource

23 (46%)	8 (16%)	8 (16%)	5 (10%)	6 (12%)
1	2	3	4	5
Totally Unaware				Quite Familiar
Mean = 2.26	S.D. = 1.44	N = 50		Missing = 0 (0%)



Value to Economic Development

4 (8%)	7 (14%)	8 (16%)	7 (14%)	18 (36%)
1	2	3	4	5
It contributes very little				It contributes a great deal
Mean = 3.64	S.D. = 1.40	N = 44		Missing = 6 (12%)

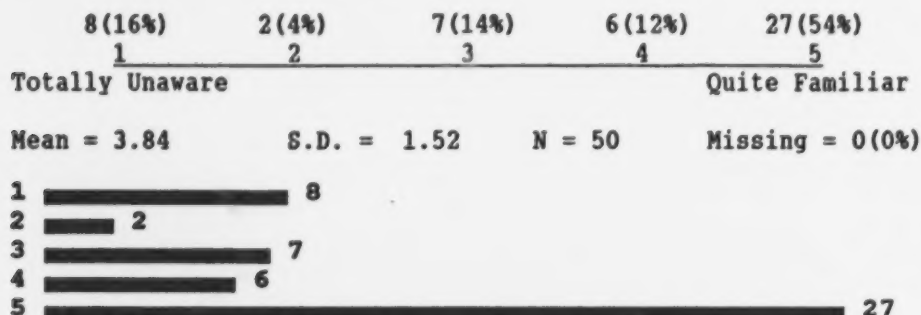
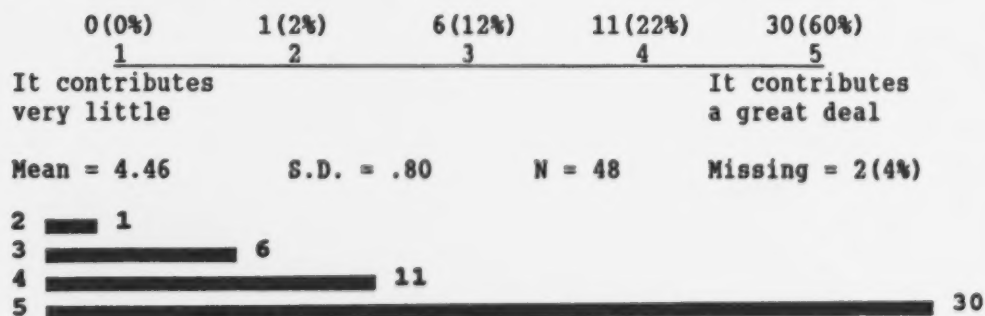


Discussion

The manufacturing services available through the Engineering Technology Department were, like the Materials Testing Lab, completely unknown to a substantial number of interviewees (46%). On the other hand, a majority of respondents, perhaps sensing the potential, suggested that these services make a substantial contribution to the region's economic development. Most interviewee comments related either to lack of publicity about the availability of these services or to the great potential value of these services. One respondent suggested that an open house would be useful.

17. Industrial Incubator

LSSU and the city of Sault Ste. Marie collaborate to provide very low cost space for developing businesses in the industrial incubator program. In addition, the university supports the participants in the industrial incubator with accounting and technical support.

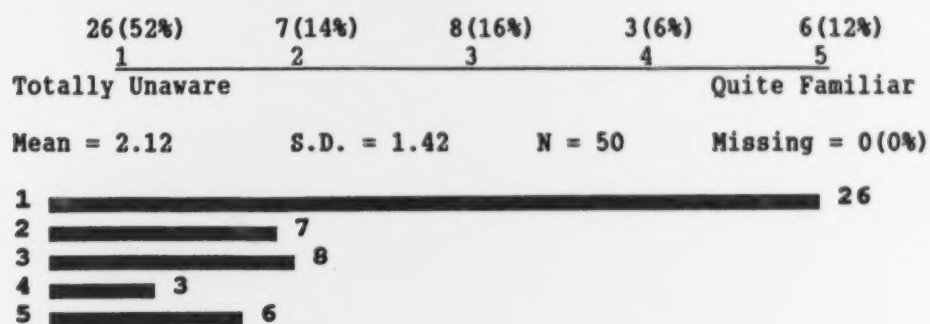
Familiarity with Service or ResourceValue to Economic DevelopmentDiscussion

The industrial incubator was highly familiar to a significant majority of the survey's respondents (66%). An even higher number (82%) believed that this facility makes a substantial contribution to regional economic development. A full 60% gave the incubator a maximum rating of "5" on value. The comments of the respondents reflected this evaluation. One respondent indicated that this was "the college's best program." Another said "the incubator is the greatest single tool for economic development." Still another said that "the industrial incubator is a great asset to the area--possibly the greatest contribution LSSU has made to the area." On the other hand, one respondent suggested that the incubator had not lived up to expectations because of turf protection and lack of communication between the university and economic development professionals. Another suggested that the agreement between LSSU and incubator businesses is not specific enough.

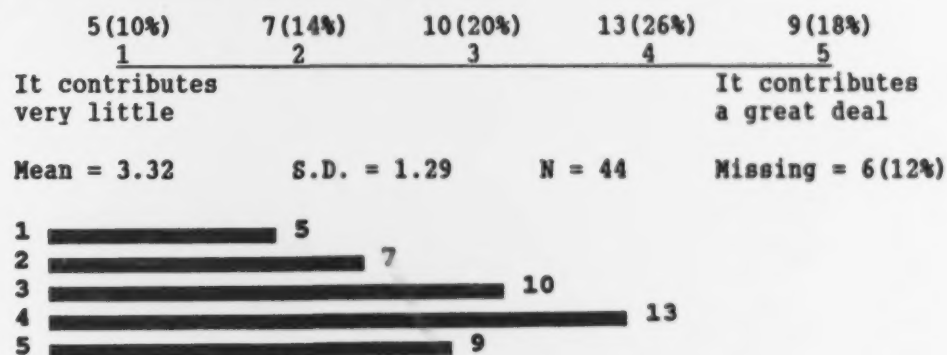
18. Geology

The geology faculty provide information on the location and potential use of oil and gas resources, sand and gravel deposits, hydrology, etc.

Familiarity with Service or Resource



Value to Economic Development



Discussion

Over half of the survey respondents were totally unaware that the university's geology faculty provide commercially relevant services in the EUP, and only 18% indicated high familiarity with this service. However, 44% of the those interviewed believed that these services make a significant contribution to regional economic development. Two respondents indicated that they had actually used these services of the geology faculty. One noted that the services were of "great value" and the other praised the geology faculty as "very knowledgeable."

19. Current Consulting and Contractual Services Improvement

I have asked you about a variety of current consulting and contractual services provided by the university. How might any or all of these services be improved in order to make a greater contribution to regional economic development?

Discussion

In this third open-ended question, the theme was again the same as it was for the first two open-ended questions, except perhaps expressed here even more strongly and frequently: the services are very valuable but the university needs to do a better job of "promoting," "marketing," "advertising," "communicating," etc. It was unusual for a respondent not to suggest that a greater effort is needed to make the public aware of the services the university has to offer. Among specific suggestions on how communication could be improved were the following:

"a bulletin or newsletter so businesses know what is available";

"written policies regarding services";

"one person a business could contact about services related to economic development"; and

"an information center that is approachable."

One person sharply criticized the university for being lax in its involvement in regional organizations devoted to enhancing economic development: "The people appointed to PIC [Private Industry Council] by LSSU rarely attended, even when the meetings were held on campus at the Cisler Center. It left some bad feelings about the college."

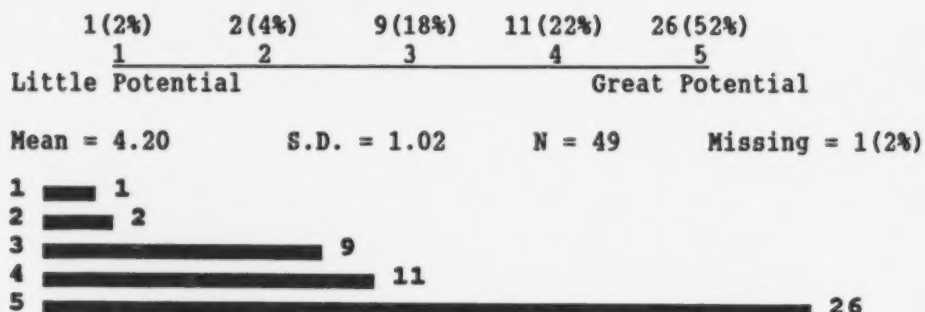
II. Potential Services and Resources

A. Educational Services and Resources

20. Hotel-Resort Management Degree

It has been suggested that LSSU should offer a degree to train area residents in Hotel-Resort Management.

Value to Economic Development

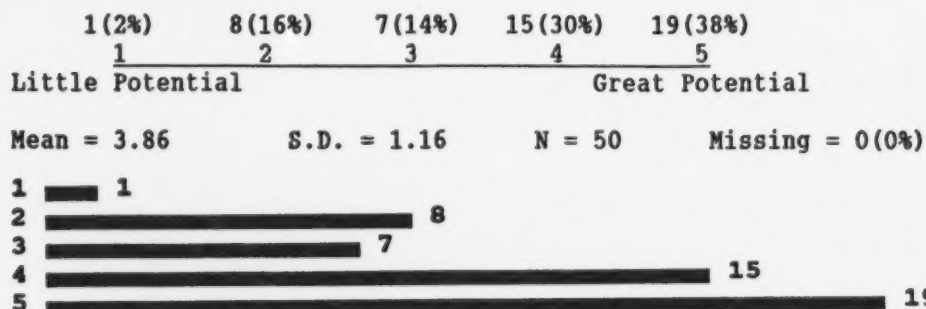


Discussion

Beginning with this question, the survey turned to the evaluation of potential services and resources that are under consideration. A large majority of the respondents (74%) saw high potential for a degree in hotel-resort management, with only 6% believing that there is low potential. Those from business (large and small) saw the highest potential for this degree program. Most comments were also favorable, many of the respondents noting the reliance of the region on tourism (e.g., "'Tis the EUP's bread and butter"). However, a few of the respondents wondered whether a degree is necessary. As one person put it: "The information and training are needed, but not necessarily a degree." Another, suggesting that only a two year degree could be supported, wondered whether there would be enough large hotels and restaurants in which students could intern. Another suggested a two-year program from which students would transfer to a larger school like MSU. In a different vein, one respondent cautioned that such a program could be effective only if hotel and resort owners and managers were consulted prior to the establishment of the curriculum.

21. Institute for Public Safety

The university is considering the establishment of an Institute for Public Safety. This institute would provide training and consulting services to public and private law enforcement, corrections, private security, and fire protection agencies.

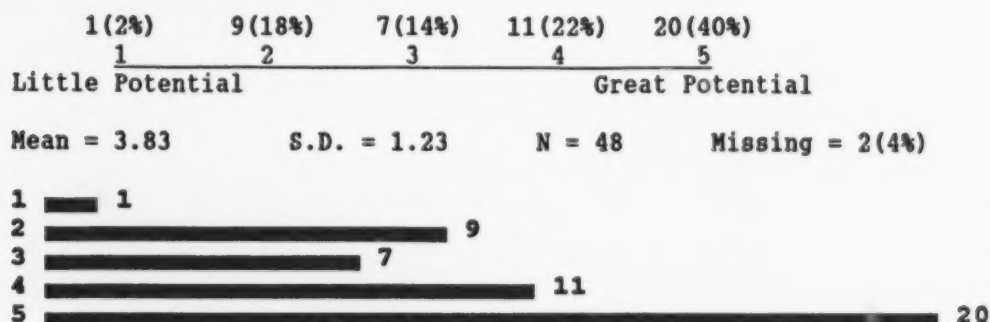
Value to Economic DevelopmentDiscussion

Sixty-eight percent of the respondents indicated that an Institute for Public Safety would have high potential for making a contribution to regional economic development. As one person noted: "Such an institute might draw people from other areas to come and train here." Several respondents related the high potential in part to the development of the new prisons at Kinross.

22. Regional Outdoor Recreation and Education Center

Building upon its recreation studies programs, LSSU could develop a Regional Outdoor Recreation and Education Center. This center would provide training and consulting services for agencies, institutions, or organizations interested in utilizing the outdoors as an educational and recreational resource.

Value to Economic Development

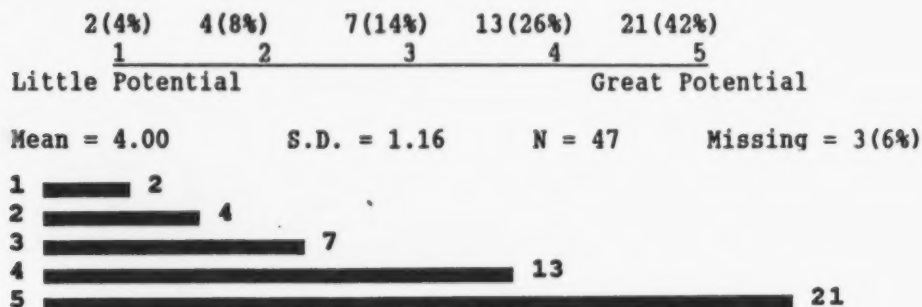


Discussion

A significant majority of those interviewed (62%) believed that a Regional Outdoor Recreation and Education Center would make a substantial contribution to the EUP's economic development. The strongest support came from those in business. Several respondents who offered comments pointed out that such a center might help local businesses and agencies take advantage of the region's great natural resource--the outdoors. As one person put it: "The outdoors is mainly what we've got here. Use it!!" Others referred to this proposal as a "neat idea" and a "top priority." However, one person wondered whether there are enough jobs in this area to justify such a center and suggested that MSU is already doing this through its extension service. Another person cautioned that there should be "strong private sector involvement in the development of a program of this type."

23. International Trade Institute

LSSU would be in a unique position to participate in the establishment of an International Trade Institute in consortium with Canadian colleges and universities for training people to do business in foreign locations.

Value to Economic DevelopmentDiscussion

Sixty-eight percent of those interviewed believed that an International Trade Institute would make a significant contribution to economic development in the EUP. Most of the comments offered were very favorable, e.g., "great potential," "should top our agenda," "should capitalize on this," and "very valuable asset for the area." Several respondents predicted that international trade was the wave of the future and that such an institute would be very helpful, especially for dealing with government regulations. Trade with Canada was mentioned several times as a subject with which such an institute should deal. On the other hand, one person thought local resources might be too limited for a successful institute.

24. Suggestions on Potential Educational Services and Resources

I have asked you about a variety of potential educational services and resources. What suggestions or comments do you have regarding these or other potential educational services and resources as they relate to economic development in the Eastern Upper Peninsula?

Discussion

Overall, comments in response to this open-ended question were quite favorable. Several of the interviewees used the opportunity to summarize their views on the collective value of the potential services and resources they had just evaluated individually. Said one: "These services and resources can be a selling point for the area. They can be used to attract new businesses and industries." Another enthusiastic respondent said, "Go for it--all of these should be developed." Yet another observed that these ideas suggested that LSSU was doing a good job of keeping up with a changing society and economy.

Several of the respondents stressed that, in developing new educational services and resources, the university should emphasize those subjects that relate to the region's strengths. These respondents thus suggested the importance of programs that relate to subjects such as lumbering, wood products, tourism, fishing, corrections, recreation, and natural resources. As one person explained: "If you train people in the services and industries that are available here, then they can stay here after school and that's what really helps the economic development of the UP."

As hoped, some of the respondents offered suggestions for new programs or resources about which they had not been asked. One suggested that the university should add, improve, and expand in the areas of fisheries and forestry. He/she went on to say that "LSSU is in a unique position to become a research center for the entire country on fisheries, water, etc. People from all over the U.S. could contact the university with questions and problems if we had a good research facility." Another person suggested that it would be useful for the university to conduct more surveys in the region--data concerning the attitudes and characteristics of EUP residents could be very useful for area decision-makers. A third individual suggested that the university should organize seminars for EDC boards and operating officers.

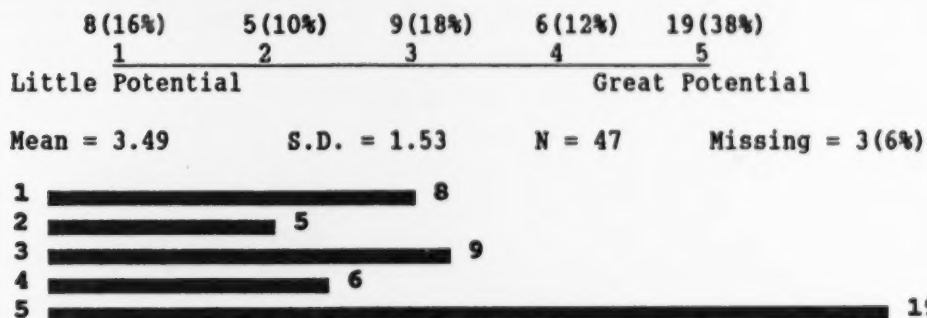
Finally, two kinds of cautions were sounded by interviewees in response to this question. One person suggested that these potential educational services and resources might help raise enrollment, but that they would not have much impact economically unless there was a genuine commitment on the part of the university to helping EUP business people. Several respondents also warned that the university should not try to do too much. As one person put it: "A lot of neat ideas, but I think if you try to do them all you will spread yourself too thin."

B. Public Services and Resources

25. Wellness C.A.R.E. Center

Based on a grant from the Kellogg Foundation, the LSSU Health Science Department has recently established, in cooperation with the Chippewa-Luce-Mackinac Community Action Agency, the Wellness C.A.R.E. Center in downtown Sault Ste. Marie. The purpose of the Wellness C.A.R.E. Center is to promote, maintain, and restore the health of senior citizens. Among the center's services will be consultation, advocacy, referral, and education.

Value to Economic Development

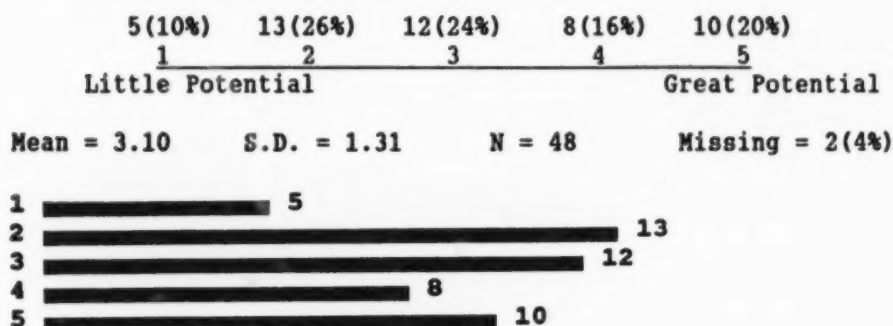


Discussion

Exactly half of the respondents believed that the Wellness C.A.R.E. Center will make a substantial contribution to regional economic development. They seemed to believe that the center will improve regional quality of life and thereby indirectly contribute to the capacity of the region to develop economically. Those in business were especially likely to adopt this point of view. On the other hand, a little more than one-fourth of the respondents indicated that they saw the center as having low potential for making a contribution to economic development. These respondents almost always stressed that they saw great value in the center--they just did not think that the center's contribution was related to economic development. Those working professionally in economic development were especially likely to adopt this view.

26. Fitness Center

In conjunction with its exercise science degree, LSSU could establish a Fitness Center which would be concerned with the evaluation of physical fitness and the promotion of physical well-being. Such a center would function in cooperation with local agencies and businesses.

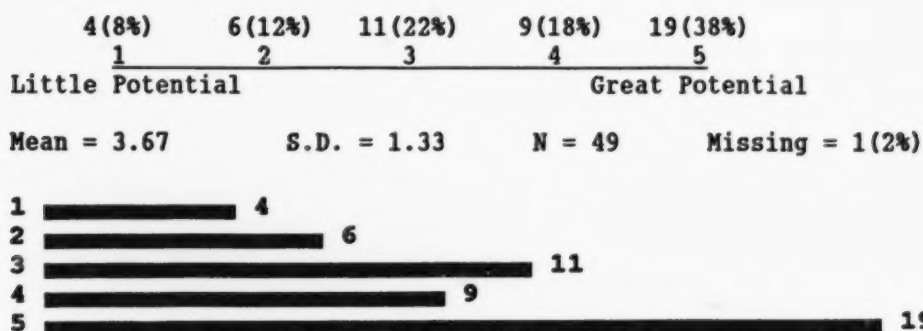
Value to Economic DevelopmentDiscussion

Thirty-six percent of respondents thought a fitness center would contribute significantly to economic development in the EUP. A majority of these respondents represented business. However, the same percentage of respondents (36%) thought such a center had low potential for making such a contribution. Several interviewees made positive comments about the capacity of such a center to help employers promote the health and fitness of their employees, but among several others there was concern about competition with private businesses. Some who expressed this concern were apparently opposed to a center at LSSU, while others supported the development of a center if it were done in cooperation with existing facilities. Two respondents suggested that there were already enough or too many such centers in the EUP. One person said that the university had not "followed through" on an earlier request.

27. Museums and Archives

LSSU may be able to complement the region's efforts to present its unique geographical and historical assets to the public by developing museums and archives. For example, the university could expand its Museum of Natural History, implement plans to establish a Museum of Military History, and develop a Great Lakes Shipping Archives. In some cases this might be in cooperation with local agencies.

Value to Economic Development



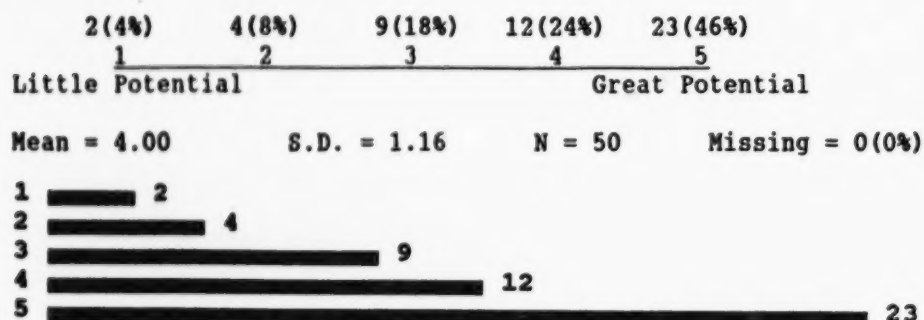
Discussion

A majority of respondents (56%) believed that the development of new museums and archives by LSSU could contribute significantly to regional economic development. Only 20% saw low potential in such endeavors. Most comments offered by those interviewed stressed the need to cooperate with local agencies and existing museums if efforts are made to develop new museums and archives.

28. The Fine and Performing Arts Center

The auditorium in the planned Center for the Fine and Performing Arts will provide a larger and more suitable facility for hosting a wide variety of cultural and other public events, including those which may attract people to the area.

Value to Economic Development



Discussion

The respondents were generally quite enthusiastic about the development of the Fine and Performing Arts Center, 70% indicating that they saw significant potential for a contribution to regional economic development. Comments offered by the interviewees were almost uniformly praiseworthy (e.g., "invaluable--a great addition to the community"). One person questioned whether the university had made "adequate plans for handling parking for center events."

29. *Suggestions on Potential Public Services and Resources*

I have asked you about a variety of potential public services and resources. What suggestions or comments do you have regarding these or other potential public services and resources as they relate to economic development in the Eastern Upper Peninsula?

Discussion

Suggestions and comments regarding potential public services and resources were quite varied. Several people offered positive general comments. For example, one suggested that "all of these ideas are important--keep working on them." Another maintained that "anything that promotes tourism, arts, and culture has a positive impact." Several other respondents thought that these were "fine ideas," but they questioned whether they had anything to do with economic development.

Two persons suggested that the university should make an effort to bring some of these services and resources to "outlying communities": "It would benefit both the people and the university if the university took some of what it had to offer out to the people instead of making the people drive more than 100 miles to participate."

Among other suggestions made by respondents were the following:

"offer counseling services for businesses";

"assist local historical societies with historical documentation";

"provide leadership on the history of our area";

"offer continuing education courses that would attract older citizens--for example, history and language"; and

"expand current day care facilities."

C. Consultation and Contractual Services

30. Institute for Recreation and Tourism

Given the importance of tourism to the Eastern Upper Peninsula, LSSU might be able to assist this industry through establishment of an Institute for Recreation and Tourism. Such an institute would organize non-credit training through workshops and seminars; sponsor speakers on relevant topics; and arrange for consulting services to area businesses and agencies involved in recreation and tourism.

Value to Economic Development

0(0%)	0(0%)	4(8%)	19(38%)	26(52%)
1	2	3	4	5
Little Potential			Great Potential	
Mean = 4.45		S.D. = .65	N = 49	Missing = 1(2%)
3				
4				
5				

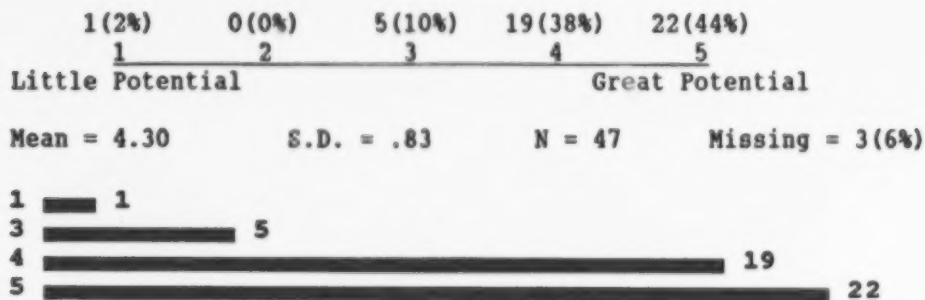
Discussion

An overwhelming majority (90%) of the respondents indicated that they believed an Institute for Recreation and Tourism would make a significant contribution to regional economic development. A majority of all of those interviewed gave this potential institute the highest possible rating, and not a single person suggested that such an institute had low potential. The comments of the respondents reflected this positive appraisal, but several cautioned that duplication of services already offered by other area agencies should be avoided.

31. Small Business Institute

LSSU hopes to establish a Small Business Institute which would provide specialized consulting services to small businesses in the Eastern Upper Peninsula.

Value to Economic Development



Discussion

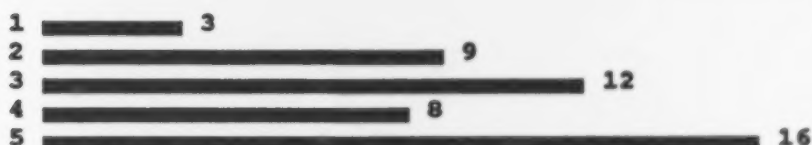
Eighty-two percent of those interviewed saw significant value in the development of a Small Business Institute. Only one person out of 50 (2%) suggested that this facility had low potential for helping promote economic development. The respondents' comments generally reinforced this positive appraisal. For example, one person suggested that "many small business people would benefit from the Small Business Institute." However, as in the case of the Institute for Recreation and Tourism, several respondents warned that there was a danger of duplication of services. One respondent even suggested that "these services are already available--LSSU should not reinvent the wheel."

32. Grant-Writing Office

It has been suggested that a grant-writing office should be established at LSSU. This office would assist faculty and staff with grant-writing activities. These services could also be made available on a contractual basis to area businesses and agencies.

Value to Economic Development

3(6%)	9(18%)	12(24%)	8(16%)	16(32%)
1	2	3	4	5
Little Potential			Great Potential	
Mean = 3.52		S.D. = 1.30	N = 48	Missing = 2(4%)



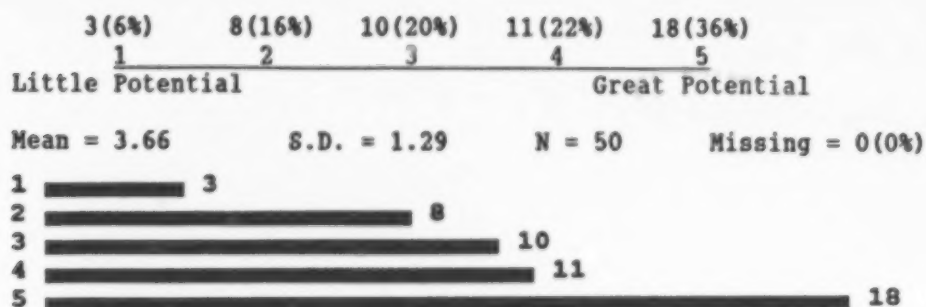
Discussion

Compared with the previous two prospective services, respondents were not as highly enthusiastic about the potential contribution of a grant-writing office. Nevertheless, almost one-third assessed its potential as "great." Combining the top two categories, 48% saw significant potential in the public services which could be provided by such an office. Comments seemed to fall mostly into two categories. Those in the first category expressed enthusiastic support for such an office. They seemed to think such a service was "much needed" and would help bring grant money into the region. One person even expressed concern that "the demand will SWAMP you with the need so great now." Those in the other category suggested that making the services of such an office publicly available would be "redundant"--such services are already available.

33. Center for Social Research

The Center for Social Research, a relatively new organization at LSSU, will be carrying out many kinds of social research in the area. Its first project related to economic development is this survey. In the future the Center for Social Research might be contracted to engage in evaluation and survey projects for area businesses, agencies, and governments.

Value to Economic Development



Discussion

The Center for Social Research was placed among the "potential" services and resources because it is a relatively new organization on campus and one with which very few people are familiar. A clear majority of the respondents (58%) evaluated the center as having significant potential for contributing to the region's efforts to foster economic development. Twenty-two percent perceived low potential.

Several people offered quite positive comments. For example, one person suggested that the research skills of faculty can be put to productive use for the region through the center. Another noted that in most cases one had to go outside the area to get research done. One individual was quite specific in evaluating the center's potential: "The Center for Social Research would be important in areas such as census evaluations, the impact of the prisons on the area, the impact of free trade with Canada and how to take advantage of this new opportunity, and the development of citizen efforts to deal with problems that do not rely on government." A second person also suggested that the center should be involved in an "investigation of the effects of the new prison."

On the other hand, several respondents expressed reservations about the center's potential for contributing to economic development. One person suggested that several agencies in the region are already doing research and that the center would just duplicate the services offered by these agencies. A few expressed uneasiness about the whole notion of social research. And two individuals indicated in no uncertain terms that they did not like survey research. Said one: "I'm sick of surveys--the money could be used in better ways." The other maintained that "surveys are just ways of postponing hard decisions."

34. Suggestions on Potential Consulting and Contractual Services

I have asked you about a variety of potential consulting and contractual services. What suggestions or comments do you have regarding these or other potential consulting and contractual services as they relate to economic development in the Eastern Upper Peninsula?

Discussion

In response to this open-ended question, a few of the interviewees expressed general approval of the potential consulting and contractual services about which they had been questioned. One noted that "consulting services have potential because we have many small industries in the area." Another said he/she supported all of these potential services and that they "should be implemented as soon as possible because they are vital to the area." However, several respondents expressed concern that many of these possible new services would duplicate current efforts of other public or private organizations. In a related vein, one respondent stressed that the private sector should be involved in the development of these services and resources if they are to be successful. Two others warned that the university should be careful not to attempt too much--"Select the service which has the most potential and do it. Don't attempt to do too many things."

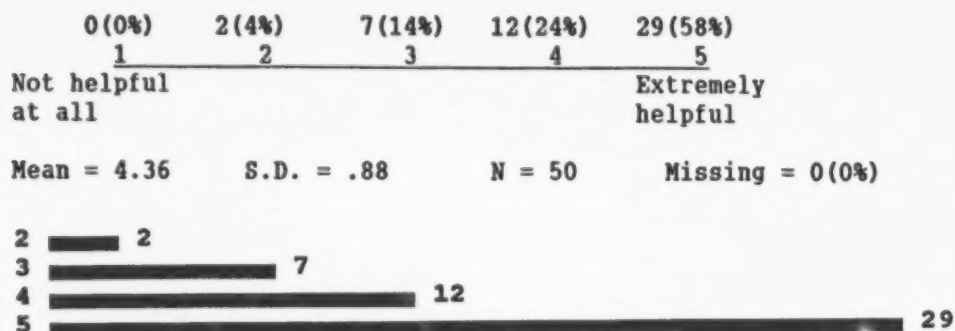
Several other suggestions were made. One person proposed that the university should be "networking now with other universities." Relatedly, another stressed the importance of university involvement in a technology transfer network. And another urged LSSU to expand its activities in the Northern Lower Peninsula and to increase cooperation with other Upper Peninsula universities.

III. Potential Methods of Enhancing Communication and Cooperation

35. University Service and Resource Book

One possible method of increasing the level of awareness of university services and resources would be a University Service and Resource Book. Such a book would list university services and resources available to citizens, agencies, and businesses in the area, as well as information on how to utilize these services and resources.

How helpful do you believe such a book would be for increasing the level of utilization of university services and resources?



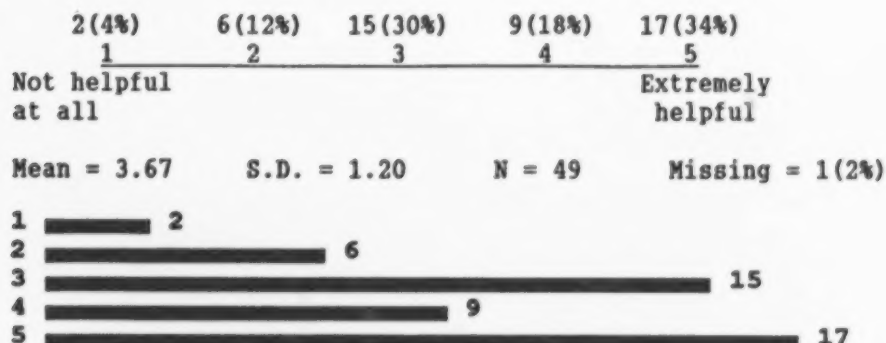
Discussion

In an effort to assess possible methods of enhancing communication and cooperation between the university and the community, respondents were asked to evaluate four potential methods of such enhancement. Eighty-two percent of those interviewed believed that a university service and resource book would be quite helpful for increasing the level of awareness of the university's services and resources. Indeed, 58% gave this method the highest possible rating, believing that such a book would be "extremely helpful." Most comments offered by respondents were quite supportive, with a number offering suggestions for distribution. For example, one person suggested that such a book or booklet could be distributed by mail, at athletic contests, and at other public events. Two people warned that such a book would be effective only if regularly updated. Finally, one of the interviewees suggested that regional businesses should underwrite the costs of producing, updating, and distributing such a book.

36. Seminars on Services and Resources

Another method of increasing awareness of what the university has to offer would be seminars on services and resources. Such seminars, conducted by the university personnel, would provide detailed information about the service or resource and answer questions.

How helpful do you believe such seminars would be for increasing the level of utilization of university services and resources?



Discussion

Fifty-two percent of those interviewed thought that "seminars on services and resources" would be quite helpful for enhancing awareness of the university's services and resources. Thus, a majority of the respondents supported the utility of this method. However, this 52% rating was the lowest rating of the four potential methods for improving communication and cooperation.

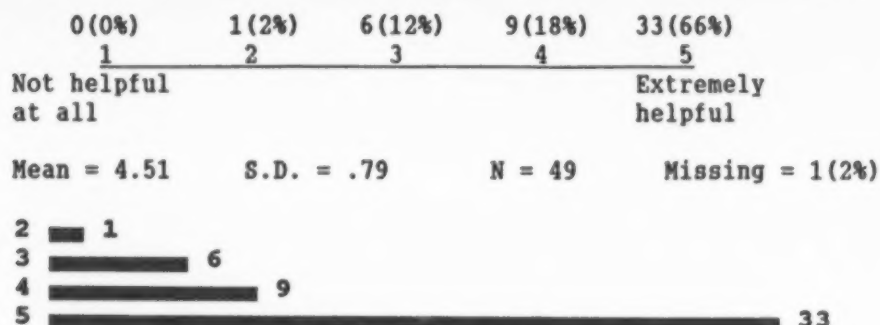
One interviewee who thought such seminars would be useful said that "the seminars should be started soon and continued for a period of time even if only a few attend at first. The areas that receive publicity should include Northern Lower Michigan." Several other respondents suggested that rather than those who may use services coming to campus, the university should send its personnel out into area communities to make presentations there regarding available services and resources. As one person put it: "Sending LSSU's personnel out into the community lets local people know that LSSU cares."

Several of the respondents who questioned the utility of such seminars explained that they wondered if anyone would attend. As one person put it, "The world has too many seminars now." It has occurred to the researchers that "seminar" may be a term which implies for many a formal, boring, and interminable discussion. Given that some respondents had earlier suggested the utility of informal open houses and interactive demonstrations, it seems possible that a different term for such informational get-togethers might have produced a higher rating. This possibility is supported by a comment from one respondent who rated this method a "5" and who clearly did not picture the "seminars" as formal presentations: "One could go on tours of the library and other services available at LSSU."

37. Campus-Community Liaison Office

Many faculty and staff at LSSU would be available for consulting work if only they and a potential client knew of each other. To facilitate such connections, a Campus-Community Liaison Office might be helpful. This office would act as a referral service for community members wishing to use the university's services and resources. It would describe services and resources available and provide contacts with appropriate departments and staff.

How helpful do you believe such a campus-community liaison office would be for facilitating communication between LSSU and the community?

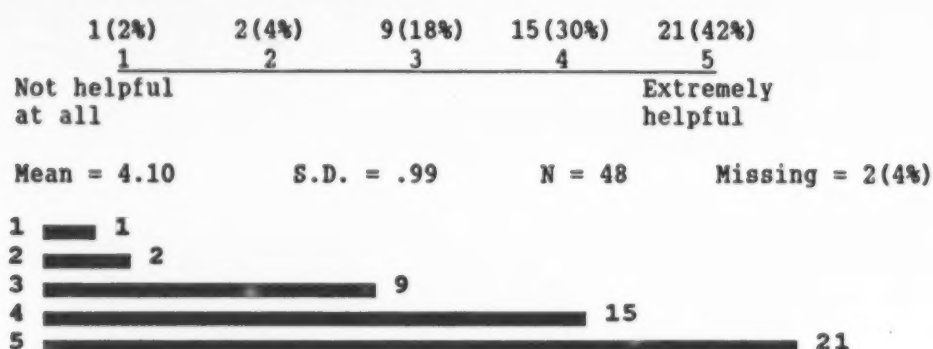
Discussion

A campus-community liaison office received the highest rating for potential helpfulness of all four methods examined. Eighty-four percent of those interviewed believed that such an operation would be quite helpful for facilitating communication between the university and the community, with a striking 66% of the respondents giving such an office the highest possible rating ("extremely helpful"). Comments offered by respondents were generally brief and glowing: "Starting to bridge the gap. Great idea!"; "Fantastic idea!"; "This is really important!!"; "Excellent! Especially in economic development"; "Much needed service"; "Good idea--the best."

38. Community-University Economic Development Forum

A possible method of fostering productive communication and cooperation among those of us working to promote economic development in the Eastern Upper Peninsula would be a Community-University Economic Development Forum. Such a forum might consist of a number of community leaders and key university personnel. This forum might meet once or twice yearly to discuss mutual concerns, developing opportunities, and new avenues of cooperation. The group might also sponsor speakers or workshops relating to economic development.

How helpful do you think such a Community-University Economic Development Forum would be in promoting communication and cooperation in economic development activities?



Discussion

A community-university economic development forum was also ranked highly for its potential in promoting communication and cooperation in economic development activities, with 72% indicating that they saw it as quite helpful. There were a number of quite positive comments about such a forum. There were also several suggestions on how often such a group should meet (e.g., twice a year, "minimum of four per year," "at least quarterly," "four to six times per year even if not successful in the first year"). Others suggested that there are existing forums in which the university can participate. One person recommended that such a forum should involve only "experienced professionals in economic development," while another thought it important that such a forum should include "a good mix of non-government people--the government people plan and plan but nothing gets done." There was one quite vocal critic of this method: "Meetings don't make it. It's a ball game out there and most people don't know the rules and meetings don't explain them." Finally, one apparent supporter of an economic development forum said that "I hope the university will stand up and not be pressured out of this." However, this same person went on to say that it would nevertheless be somewhat presumptuous for the university to establish such a forum, "since it has often seen fit not to participate in ongoing activities."

39. Suggestions on Communication and Cooperation

What suggestions or comments would you care to make about these or other methods of enhancing communication and cooperation between the university and the community?

Discussion

Many of the comments elicited by this open-ended question related to one or more of the specific methods examined in questions 35 through 38, and were therefore incorporated into the discussion sections for those questions. Other comments in response to this question seemed to fall into three categories. First, quite a number of the respondents offered general praise for the four possible methods of enhancing communication and cooperation. For example, one person said, "You seem to be on the right track." Another said that "these services should be developed--they are much needed." Yet another urged the university to "get these going--it will do a lot of good!".

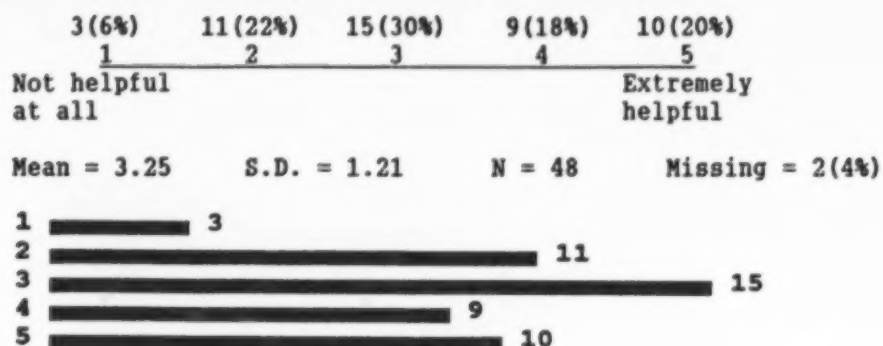
Comments in the second category reinforced those repeatedly made in response to earlier open-ended questions: the university should work to improve publicity about available services and resources. Respondents again stressed that many people in the region are not aware that services are available to them. One person who lauded the four potential methods of solving this problem suggested an additional method: "Send out a newsletter to area industries and businesses. Pick a different topic each time. Many people would seek help."

A third category consisted of comments that suggested a need for greater visibility and community involvement by university personnel. One respondent suggested that "Faculty and staff must be more visible and active in community activities and projects. College officers must get around more. Name recognition of college administrators is very poor." In the same vein, another person suggested enhancing opportunities for "university staff to do community work--staff should be allowed time to do this type of work." Two other individuals, apparently thinking along the same lines, suggested that the university was too much "an ivory tower." They thought it needed to "reach out more." Finally, one person suggested that "the university needs to enhance its credibility with area agencies. It needs to become a better team player."

IV. Overall Evaluation and Suggestions

40. Helpfulness of LSSU to Economic Development

In general, how helpful has LSSU as an institution been in promoting economic development in the Eastern Upper Peninsula?



41. Elaboration

Please elaborate upon your evaluation.

Discussion

Opinions on how helpful LSSU has been in the past in promoting the EUP's economic development were quite varied. Thirty-eight percent ranked the university as high in helpfulness, 30% ranked it as moderate in helpfulness, and 28% ranked it as low in helpfulness.

It seems noteworthy that the evaluations of the respondents varied based upon their professional background, as Table A-1 shows. All of those who ranked the university as "extremely helpful" were from small

Table A-1
Past University Helpfulness in Promoting Economic
Development by Professional Background

Professional Background	Helpfulness Rating				
	1	2	3	4	5
Economic Development	1	3	4	-	-
Education	-	2	2	1	-
Government	-	-	2	4	-
Industry	1	1	2	-	4
Large Business	-	2	3	-	-
Small Business	1	3	2	4	6

business and industry. However, of the eight respondents classified as economic development specialists and the five classified as representing large business, none ranked the university's contribution in either of the top two categories.

In question 41, respondents were asked to elaborate upon the overall rating they provided for question 40. The comments they made in response to this request were, as with the ratings themselves, quite varied. Some made quite positive comments. For example, one enthusiast said that "LSSU is like a lighthouse in a foggy bay--one wcn't flounder for long in the dark with the university there to help." Another person noted that the mere presence of a state university in the region makes it easier to attract new business and industry. Still another suggested that "the university has been extremely helpful in creating an atmosphere of growth." A fourth respondent made reference to a difference between appearance and reality: "The politics of the system makes some universities look more active in economic development than LSSU, but LSSU is involved in quieter ways that actually do more for the community than other universities."

Some offered mixed reviews, and others drew attention to specific contributions made by the university. Several of the respondents suggested that the only or the major contribution of the university had been through the activities of the Industrial Incubator. One person said explicitly that he/she would have rated the university's contribution a "1" were it not for the Industrial Incubator. Another made a similar comment about the Preservice Corrections program: "Prior to the corrections program I would have rated the university's efforts a '1' or '2,' but this has had value. Otherwise, the university is totally disconnected with the economic development of this area." Two other people put great stress on the contributions of the Aquatics Lab.

There were also a number of quite critical comments about the university's past contributions. One person said the school had not really promoted economic development: "I define development as attracting investment, and the college has not been involved in attracting investment." Others who were critical of the university's contribution offered the following assessments: "The college has been difficult to work with"; "Many expressions of interest but little real action"; "Too many missed opportunities"; "On a number of occasions there has been a lack of flexibility, while on other occasions the college was unwilling to assist us because the situation was politically sensitive."

Finally, a number of respondents offered reflections here on both the proper role of LSSU in promoting economic development and on its future. Regarding LSSU's proper role, one person noted that "the university's main business is education. Whatever it can do to promote economic development is good, but it is limited in how much it can do because it is an educational institution, not an organization devoted primarily to economic development." Another person suggested that it would be very helpful if the university would remain steady in its level of involvement: "Sometimes the university seems enthusiastic to help and then interest dies down. The university needs to put forth a constant effort." Still another person, sensing a change in the university's commitment, said that "the services provided by the university have not been marketed well enough, but that appears to be changing now under Dr. Shaar."

42. Potential of LSSU on Economic Development

Regardless of how helpful it has been in the past, how helpful could LSSU as an institution be in promoting economic development in the Eastern Upper Peninsula?

0(0%)	0(0%)	1(2%)	10(20%)	37(74%)
1	2	3	4	5
Not helpful at all				Extremely helpful
Mean = 4.75		S.D. = .48	N = 48	Missing = 2(4%)
3	■ 1			
4	■ 10			
5	■ 37			

43. Elaboration

Please elaborate upon your evaluation.

Discussion

In sharp contrast to their evaluation of LSSU's past helpfulness in promoting economic development, almost all respondents thought there was great potential for the university to be quite helpful in the future. A full 94% of those interviewed ranked LSSU's potential helpfulness to economic development in one of the top two categories. Indeed, a very impressive majority of the respondents (74%) ranked the university's potential helpfulness in the highest category, "extremely helpful."

It seems especially important to observe that the differences by professional background that appeared when respondents were asked about past helpfulness disappeared when they were asked about potential helpfulness (see Table A-2). Thus, while the eight economic

Table A-2
Potential University Helpfulness in Promoting Economic
Development by Professional Background

Professional Background	Helpfulness Rating				
	1	2	3	4	5
Economic Development	-	-	-	1	7
Education	-	-	-	3	2
Government	-	-	-	1	5
Industry	-	-	1	-	7
Large Business	-	-	-	-	5
Small Business	-	-	-	5	11

development specialists rated the university's past helpfulness as moderate to low, they all rated potential helpfulness as high, with seven out of eight believing that the university could be "extremely helpful." Likewise, those in large business had all ranked the university's past helpfulness as moderate to low, but these same five interviewees gave a rating of "extremely helpful" when asked about the university's potential helpfulness.

Most of the comments offered in elaboration were general in nature, as might have been expected. Many respondents spoke of great potential if there were greater effort, more commitment, and better communication. Several interviewees suggested that aggressive leadership at the university would be needed if LSSU wished to reach its potential as an economic development partner. Another spoke of a need for vision, and still another stressed a need for "someone up there to serve as an advocate for economic development." It was also suggested that it would be useful for LSSU to examine the ways other universities cooperate with their regions in promoting economic development.

44. Suggestions for Improvement

In what ways other than those you have already suggested do you think LSSU could improve in its efforts to assist the region with economic development in the Eastern Upper Peninsula?

Discussion

Most of the respondents had already offered many suggestions for improvement. Therefore, many of the comments made in response to this question reiterated earlier comments. The most common suggestion for improvement, then, was to do a better job of communication, marketing, and promotion. More specific suggestions included establishment of co-op education, initiation of development partnerships with the Native American community, adoption of some of the methods of the Northern Michigan University Initiative Center, use of venture capital to invest in new companies, initiation of a product development program, and establishment of a "computer data bank solely for data on EUP economic development."

45. Closing Thoughts on Role of LSSU

Do you have any closing thoughts you would care to share regarding the role of Lake Superior State University in promoting economic development in the Eastern Upper Peninsula?

Discussion

In offering their closing thoughts, many of the respondents emphasized the need for one or more of the potential services or resources already examined. Where appropriate, their comments have been incorporated above. The most common general comments again related to communication, marketing, and promotion. Another view expressed earlier also reappeared: the university should increase its level of participation in existing economic development forums.

Turning to more specific suggestions, one person indicated that small businesses had a great need for concise training on practical subjects like marketing, personnel, legislation, health care benefits for employees, etc. This person suggested that the university should first consult with those in small business about their needs and then offer training in these subjects.

Several people suggested that the university needed to improve its image. The most specific explanation for why this is needed was the following: "If the university is sincere in this area, it should actively promote the topic and not just talk about it. In the past several years the university has missed several good opportunities to work with local industry and businesses. By doing this it has sent very negative signals and may have to work hard now to change its image."

Some respondents reflected here upon the value of this study itself for enhancing the university's contribution to economic development. One said that "this is a good survey with which to start work--communication should be the next priority." Another said that "this survey is a real good start. Someone must listen to the problems all the way through before suggesting what to do. People need an opportunity to vent their feelings before they can begin to work on solutions." However, a caution was sounded by a different respondent: "Get to work on projects. There is too much study and not enough action."

Finally, a number of respondents indicated that both the region and LSSU had been changing, growing, or maturing--as a result, they sensed the beginnings of a new relationship. As one person put it: "The past administrations of the college seemed concerned almost exclusively with getting the college established. There was little concern with promoting economic development. I hope that will change as the new president leads LSSU."

APPENDIX B

MEANS AND INFERENTIAL STATISTICS FOR FAMILIARITY, ECONOMIC DEVELOPMENT VALUE, AND HELPFULNESS RATINGS, BY COUNTY AND PROFESSIONAL BACKGROUND

Appendix B presents the mean familiarity, economic development value, and helpfulness ratings for respondents broken down by county and by professional background. Its function is to show how ratings of familiarity, economic development value, and helpfulness vary with county or professional background. These data are presented in sections dealing with current services and resources, potential services and resources, potential methods of enhancing communication and cooperation, and overall evaluations of LSSU's past and potential contributions to economic development.

In addition to the means, inferential statistics are reported which examine more closely the differences among group means. It is important in considering these statistics to keep in mind a number of limitations inherent in the design of this study. First, the assignment of respondents to county and professional background categories was not always a simple decision. Thus, assignments to the different professional backgrounds were made on the basis of a combination of respondent choice and researcher judgment. And county membership was based simply on residence, even though many respondents have close professional and personal ties throughout the tri-county area. Second, since respondents were not randomly assigned to groups, causal conclusions cannot be drawn about any differences between groups. That is, if the respondents from the three counties differ in familiarity, that might be due to the respondents' county membership or it might be due to some other factor associated with county membership that has not been examined in this study. Third, the number of respondents in each group is relatively small and the number of respondents per group varies. Either of these factors can influence to some extent the accuracy of a statistical analysis. Finally, analyses were carried out one item at a time. That is, each analysis compared ratings on a single 5-point scale. This procedure results in less accuracy than, for example, adding together 20 of these items to get a possible total score of 100.

Despite these limitations, inferential statistics may serve as a useful heuristic. They assist in focusing attention on more pronounced differences among respondents by county or by professional background.

Data analyses were conducted using the Statistical Package for the Social Sciences/PC+ Version 2.0 (SPSS/PC+) with one-way analysis of variance, employing an unweighted means solution for unequal group size. The one-way analysis of variance compares group means for statistically significant differences. That is, it tests the probability that the same differences would be obtained again if the

research were to be replicated. For these analyses, if the result is significant, it means that the groups being compared differ significantly in the statistical sense. That is, the same differences would be likely to be obtained again if the research were to be replicated.

I. Mean Familiarity and Economic Development Value Ratings for Current LSSU Services and Resources

The mean familiarity ratings for each current LSSU service and resource, broken down by county, are shown in Table B-1. This table also presents the *F* ratio and probability value (*p*) for the analysis of variance carried out for the services or resources in which probability levels of less than .05 were obtained. A *p* value of less than .05 indicates that the counties differed significantly from each other in the statistical sense. The table also indicates the results of Scheffe multiple range tests, which evaluate which of the counties differed significantly from one another. The general pattern is that respondents from Luce and Mackinac counties were less familiar with the university's current services and resources.

Table B-1
Mean Familiarity Scores for Current Services and
Resources by County

Service or Resource	County			<i>F</i>	<i>p</i>
	Chippewa	Luce	Mackinac		
Certificates/Degrees	4.26	3.71	3.82		
MBA	4.13	3.00	2.64	5.7317 _a	<.01
Preservice Corr	4.16	4.14	3.91		
Small Bus Workshop	3.38	2.29	2.36	3.5264	<.05
Videoconference	2.61	1.86	1.18	6.1120 _a	<.01
Internships	3.26	2.71	2.27		
Library	3.75	2.29	2.18	7.2701 _b	<.01
Counseling Center	3.42	2.43	3.00		
Aquatics Lab	4.16	2.43	2.45	9.8357 _b	<.001
Intercoll Athlet	4.66	4.14	4.45		
Other Activities	4.31	3.43	3.55	3.6517	<.05
Norris Center	4.75	3.43	3.64	7.1204 _b	<.01
Materials Test Lab	2.47	1.57	1.36	3.9926 _b	<.05
Manufacturing Serv	2.75	1.71	1.18	6.7039 _a	<.01
Indust Incubator	4.22	3.43	3.00	3.2074	<.05
Geology	2.53	2.00	1.00	5.6749 _a	<.01

- ^a Chippewa differed significantly from Mackinac County at the .05 level, based on a Scheffe comparison.
- ^b Chippewa differed significantly from both Mackinac and Luce counties at the .05 level, based on a Scheffe comparison.

Table B-2 presents the mean familiarity scores for current LSSU services and resources, broken down by professional background. Statistical analyses indicated that although the means often differed among the groups, the differences were not statistically significant. For this reason, F and p values are not included in this table. Nevertheless, comparisons across groups for particular resources and services, and comparisons across particular resources and services within groups, may be suggestive.

Table B-2
Mean Familiarity Scores for Current Services and
Resources by Professional Background

Service or Resource	Professional Background					
	EcDv	Educ	Govt	Ind	LgBs	SmBs
Certificates/Degrees	4.25	4.40	4.17	3.88	4.25	3.94
MBA	4.00	3.80	3.83	3.78	3.80	3.44
Preservice Corr	4.62	3.80	4.50	3.75	4.60	3.83
Small Bus Workshop	3.50	3.20	2.67	2.50	3.20	3.00
Videoconference	2.50	3.60	1.83	2.00	2.75	1.72
Interns	3.29	3.20	3.50	1.62	3.60	3.00
Library	3.38	4.20	3.67	2.62	3.20	2.94
Counseling	3.50	3.40	3.33	2.62	4.25	2.94
Aquatics Lab	4.38	3.80	3.33	3.38	4.00	3.11
Intercoll Athlet	4.50	4.40	4.67	4.50	5.00	4.44
Other Activities	4.25	4.80	4.17	4.00	4.00	3.67
Norris Center	4.88	4.60	4.67	4.25	4.40	3.89
Materials Test Lab	2.75	1.60	2.17	2.62	1.80	1.78
Manufacturing Serv	3.00	1.80	2.33	2.88	2.40	1.72
Indust Incubator	4.62	3.60	3.67	4.00	4.20	3.44
Geology	3.12	1.60	2.00	2.25	2.40	1.72

The mean economic development value scores for current services and resources by county are shown in Table B-3. The statistical analyses indicated that the respondents from the three counties did not show large enough differences in ratings of economic development value to reach statistical significance.

Table B-3
Mean Economic Development Value Scores for Current Services and
Resources by County

Service or Resource	County		
	Chippewa	Luce	Mackinac
Certificates and Degrees	4.06	3.57	3.91
MBA	3.87	3.50	3.10
Preservice Corrections	4.47	4.57	4.36
Small Business Workshops	3.42	3.67	3.90
Videoconference	3.31	3.33	3.50
Internships	3.72	3.83	4.30
Library	3.70	3.14	3.12
Counseling Center	3.74	3.43	4.00
Aquatics Lab	3.83	3.57	4.50
Intercollegiate Athletics	4.00	4.29	3.55
Other Activities	3.72	4.00	4.00
Norris Center	3.84	2.86	3.20
Materials Testing Lab	3.57	3.57	3.62
Manufacturing Services	3.38	4.00	4.22
Industrial Incubator	4.52	4.29	4.40
Geology	3.14	3.71	3.62

The mean economic development value scores by professional background are presented in Table B-4. The analyses indicated that the ratings from the various professional backgrounds did not differ significantly in the statistical sense.

Table B-4
Mean Economic Development Value Scores for Current Services and
Resources by Professional Background

Service or Resource	Professional Background					
	EcDv	Educ	Govt	Ind	LgBs	SmBs
Certificates/Degrees	4.38	3.60	4.00	3.75	3.80	4.00
MBA	4.29	3.40	4.20	2.75	4.00	3.65
Preservice Corr	4.38	3.80	4.50	4.25	5.00	4.61
Small Bus Workshop	3.29	3.00	3.17	3.57	3.20	4.06
Videoconference	3.86	4.00	3.50	2.86	3.20	3.14
Internships	4.00	4.00	4.17	3.43	3.40	4.00
Library	3.57	3.40	3.17	3.38	4.00	3.57
Counseling Center	3.86	3.80	4.00	3.29	3.75	3.80
Aquatics Lab	4.17	3.20	4.20	3.88	4.40	3.80
Intercol Athlet	3.38	3.40	4.17	4.12	4.80	3.94
Other Activities	3.88	3.40	4.33	3.25	4.20	3.88
Norris Center	3.00	3.00	4.00	3.12	4.80	3.71
Materials Test Lab	3.50	3.20	3.75	3.75	2.75	3.81
Manufacturing Serv	4.50	3.40	3.40	3.25	3.50	3.69
Indust Incubator	4.25	4.40	4.00	4.25	5.00	4.65
Geology	3.14	3.00	3.50	2.88	3.80	3.53

II. Economic Development Value Ratings for Potential Services and Resources

Table B-5 presents the mean economic development value score for each potential service and resource by county. Once again, the difference among the groups did not achieve statistical significance for any of the potential services.

Table B-5
Mean Economic Development Value Scores for
Potential Services and Resources by County

Service or Resource	County		
	Chippewa	Luce	Mackinac
Hotel-Resort Management Degree	4.12	4.57	4.20
Institute for Public Safety	4.03	3.29	3.73
Regional Outdoor Recreation Center	3.68	3.86	4.30
International Trade Institute	4.26	3.57	3.44
Wellness C.A.R.E. Center	3.28	4.00	3.89
Fitness Center	2.94	3.83	3.18
Museums and Archives	3.75	3.43	3.60
Fine and Performing Arts Center	3.88	4.29	4.18
Inst for Recreation and Tourism	4.35	4.71	4.55
Small Business Institute	4.17	4.71	4.36
Grant-Writing Office	3.30	4.29	3.64
Center for Social Research	3.44	4.43	3.82

Table B-6 presents mean economic development value scores by professional background. The table also shows the significant F ratios and p values that were obtained in the analyses of variance. As shown, statistically significant differences were found for a number of potential services and resources.

Table B-6
Mean Economic Development Value Scores for Potential
Services and Resources by Professional Background

Service or Resource	Professional Background						F	p
	EcDv	Educ	Govt	Ind	LgBs	SmBs		
Hotel-Resort Mngt	4.12	3.20	3.33	3.88	4.60	4.88	5.3279	<.001
Inst for Pub Safe	3.50	3.00	4.17	3.25	4.60	4.22	2.2358	=.0674
Outdoor Rec	3.62	3.20	4.00	2.88	4.20	4.41	2.4982	<.05
Int Trade Inst	4.71	4.00	3.83	3.50	4.40	3.88		
C.A.R.E. Center	2.00	2.40	3.50	3.50	4.40	4.19	3.6851	<.01
Fitness Center	1.86	3.00	3.00	3.12	4.50	3.33	2.7313	<.05
Museums & Archives	3.62	3.80	3.50	3.25	3.40	4.00		
Fine & Perf Arts	3.75	3.80	4.33	3.50	4.80	4.06		
Inst Rec & Tour	4.50	4.20	4.00	4.38	4.60	4.61		
Small Bus Inst	4.75	3.33	4.20	3.88	4.60	4.39		
Grant-Writing	3.12	3.50	2.83	3.38	4.25	3.83		
Center Soc Res	3.75	3.80	3.83	3.25	4.40	3.50		

III. Potential Methods of Enhancing Communication and Cooperation

The third section presents the mean ratings of helpfulness for the potential methods of enhancing communication and cooperation, broken down by county and by professional background. Table B-7 contains the helpfulness means by county.

Table B-7
Mean Helpfulness Scores for Potential Methods of
Communication and Cooperation by County

Service or Resource	County		
	Chippewa	Luce	Mackinac
Service and Resource Book	4.41	4.14	4.36
Seminars on Services and Resources	3.62	3.33	4.00
Campus-Community Liaison Office	4.52	4.29	4.64
Community-Univ Eco Dev Forum	4.07	4.57	3.91

Table B-8 presents helpfulness ratings by professional background for the four potential methods of enhancing communication and cooperation.

Table B-8
Mean Helpfulness Scores for Potential
Methods of Enhancing Communication and Cooperation
by Professional Background

Service or Resource	Professional Background					
	EcDv	Educ	Govt	Ind	LgBs	SmBs
Serv & Res Book	4.12	4.00	4.00	4.38	4.20	4.72
Seminars on Service	3.71	3.20	3.00	3.88	4.40	3.72
Campus-Comm Liaison	4.57	4.20	4.83	4.50	4.60	4.44
Eco Dev Forum	4.14	4.00	4.33	4.12	4.50	3.94

IV. Overall Evaluations of LSSU's Past and Potential Contributions

The past and potential helpfulness ratings broken down by county are presented in Table B-9. The respondents from the three counties did not differ significantly in their ratings of LSSU's past helpfulness, although the differences approached significance. Ratings by county did not differ significantly for LSSU's potential contributions to economic development.

Table B-9
Mean Helpfulness Scores by County

Helpfulness	County				
	Chippewa	Luce	Mackinac	F	p
Past	3.34	2.29	3.67	3.099	<.055
Potential	4.69	4.86	4.89		

The ratings of past and potential helpfulness by professional background are shown in Table B-10. Potential helpfulness did not differ significantly by professional background, but the differences among the groups on past helpfulness approached significance.

Table B-10
Mean Helpfulness Scores by Professional Background

Helpfulness	Professional Background						F	p
	EcDv	Educ	Govt	Ind	LgBs	SmBs		
Past	2.38	2.80	3.66	3.62	2.60	3.69	2.2308	.0689
Potential	4.88	4.40	4.83	4.75	5.00	4.69		

Lake Superior



State University

January 25, 1988

Dear :

I am pleased to inform you that the grant proposal I discussed with you last fall has been approved. Over the course of the next six months, the Center for Social Research will conduct a study of the ideas and attitudes of key officials and business people about the role Lake Superior State University should play in promoting economic development in the Eastern Upper Peninsula.

As you will recall, fifty key officials and business people from the EUP will be interviewed concerning their perceptions of how the university has been and could be contributing to the promotion of economic development in the region. The results of these interviews will be summarized in a report which the university will use in constructing a plan for renewed efforts to assist the region in economic development.

You will be among the fifty people who will be interviewed. We also hope you may have time to offer advice and assistance concerning the construction of the interview questionnaire. In addition, you have agreed to play a special role in this study, along with seven other key economic development officials. You will help us develop the pool of those to be interviewed by proposing the names of thirty other officials and business people whom you think it would be helpful to interview. With thirty names from each of eight people, we will end up with a pool of 240 names. The remaining 42 interviewees will be selected from this pool of 240.

Enclosed you will find a form on which you may enter the names of your thirty study nominees. Directions are included on the form. We would greatly appreciate it if you would enter the names of your nominees and return the form in the enclosed postage-paid envelope by February 10. If you have questions, please do not hesitate to call.

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January 25, 1988

Since we do not all know each other, I want to introduce you to the staff for this project. As you know, I am serving as project manager. Serving as co-principal investigators are Dr. Margaret Malmberg, Associate Professor of Psychology and Coordinator of Psychology, Sociology, and Human Services; Dr. Susan Ratwik, Associate Professor of Psychology and Coordinator of the Center for Social Research; and Dr. Sally Childs, Associate Professor and Coordinator of Recreation Studies. We all look forward to working with you.

On behalf of the university, and especially all of us involved in this project, I want to thank you again for your willingness to serve in a special capacity. We hope this study helps contribute to the development of new forms of collaboration between the university and regional agencies and businesses.

Sincerely,

Gary R. Johnson
Associate Professor of Political Science
Department Head
Department of Social Sciences

GRJ/gjk

Encl.

Lake Superior



State University

Center for Social Research
Department of Social Sciences

February 19, 1988

Lake Superior State University
Sault Ste. Marie, MI 49783

Dear :

During the spring of 1988, the role of Lake Superior State University in promoting economic development in the eastern upper peninsula will be examined through a survey of the attitudes and ideas of fifty key officials and business people. Support for this project, designed and conducted by the Center for Social Research, comes, in part, from the Research Excellence Fund of the State of Michigan. The project will ask each of the fifty key officials and business people to evaluate a sample of current university economic development activities/services in terms of two criteria: (1) awareness of the activity/service, and (2) perceived importance of each of the current university activities/services to economic development in the region. Secondly, those interviewed will be asked to evaluate the potential of possible new university projects or services to contribute to economic development.

A significant component of the project is the construction of the survey instrument itself. The Center for Social Research requests your participation in a vital Phase One institutional data-gathering effort to identify university activities and services perceived by the campus community to contribute to economic development in the region. We ask that you provide us with a prioritized list of, perhaps, five activities/services within your unit that foster regional economic development. In addition, you are invited to submit another prioritized set of, perhaps, five future economic development services/activities that your unit might potentially render.

A two-page Economic Development Activities/Services form is enclosed for your convenience. To permit subsequent survey construction development within the time constraints of our grant support, we ask that the completed Economic Development Activities/Services form containing the prioritized list(s) and brief description of each activity/service be returned to the Center for Social Research by Monday, February 1, 1988.

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February 19, 1988

Thank you for your participation in the LSSU Economic Development Survey (LEDS) Project. Questions or requests for additional information may be directed to the Center Coordinator, Dr. Susan Ratwik, or other members of the LEDS project team: Dr. Sally Childs, Dr. Gary Johnson, and Dr. Margaret Malmberg.

Cordially,

Margaret A. Malmberg
Associate Professor of Psychology
Center for Social Research
Department of Social Sciences
Lake Superior State University

gjk

Encl.

Lake Superior



State University

Office of the President

April 26, 1988

Dear :

You have been chosen as someone we would like to have participate in an important research project concerned with the Lake Superior State University's role in economic development activities in the Eastern Upper Peninsula. Your name was selected from a pool of about 150 names suggested by six area officials who are deeply involved in economic development activities. If you are willing to participate, you will be one of a sample of fifty area officials and business people who will be interviewed for this project in late April or early May. I am writing to explain the project and to solicit your support. Before explaining the details of how you may help, please let me provide some background.

In recent years there has been a growing recognition nationally of a need for economic development partnerships among higher education, government, and business/industry. Within Michigan, Governor Blanchard has repeatedly stressed the need for such alliances between Michigan universities and Michigan businesses. Likewise, the report of the Governor's Commission on the Future of Higher Education emphasized the need to expand efforts to foster economic growth through partnerships between the educational and business communities.

Reflecting this national and state emphasis, Lake Superior State University has been officially committed since 1970 to a goal of assisting the Eastern Upper Peninsula in economic development activities. In pursuing this goal, the university has been involved in a wide variety of activities, including the establishment of Michigan's first industrial incubator. As President, I am committed not just to sustaining our involvement in these activities--I am committed to enhancing our involvement.

The research project for which I solicit your help is funded, in part, by the state's Research Excellence Fund (REF). This fund is designed to support university research projects which have the potential to contribute to economic development within Michigan. The project will be carried out by our Center for Social Research, a unit of the Department of Social Sciences. The study will survey fifty key officials and business people in the EUP about the role that the university has played and should play in the future in promoting economic development in the Eastern Upper Peninsula. In effect, this study is a

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April 26, 1988

systematic consultation with the region's leaders about how the university can most productively employ its resources to assist regional agencies and businesses in fostering economic development.

The results of the fifty interviews will be tabulated and summarized in a report which we will use in constructing a plan for renewed efforts to provide assistance in promoting regional economic development. Release of the report and announcement of short-term initiatives will take place at a reception/press conference to be held during the summer or early fall. As a participant, you will be invited to attend this reception. You will also receive a copy of the report.

Within the next two weeks you will receive a phone call from a project interviewer. The interviewer will first inquire about whether you are willing to be interviewed. If you indicate that you are willing to serve in this capacity, the interviewer will then seek to establish an interview time and place during late April or early May that will be convenient for you.

The interview itself will take about forty-five minutes to an hour. You will be asked questions about a variety of current university services and resources. Specifically, you will be asked how familiar you are with each of these services and resources, and how much each of these services and resources contributes to economic development. You will also be asked whether a variety of potential services and resources could contribute to economic development. Finally, you will be asked to share your own ideas on how current services and resources could be improved and what new services or resources not mentioned in the interview should be considered. The views you express in the interview will be kept strictly confidential.

In closing, I want to reiterate my commitment to developing new avenues of cooperation between LSSU and regional agencies and businesses. We are all neighbors who share an interest in promoting the development of our region. By working together more productively, we can help achieve a brighter future for all the citizens of the Eastern Upper Peninsula. I hope you share my optimism about the prospects for productive cooperation and that you will be able to assist us in our efforts by contributing your time and ideas in an interview.

On behalf of the university, I thank you in advance.

Sincerely,

H. Erik Shaar
President

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